

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140138 P015B140138

The Pennsylvania State Univ

National Resource Centers
and
Foreign Language and Area Studies Fellowships Programs
CFDA No. 84.015 (A & B)

PROPOSAL FOR A NEW GRANT:

The Pennsylvania State University
CENTER FOR GLOBAL STUDIES

TITLE VI
COMPREHENSIVE NATIONAL RESOURCE CENTER
FOR GLOBAL STUDIES

School of Languages and Literatures
The College of the Liberal Arts
University Park, Pennsylvania

June 2014

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Information to Meet Statutory Requirements

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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>		
* 3. Date Received: 06/30/2014		4. Applicant Identifier: <input type="text"/>
5a. Federal Entity Identifier: <input type="text"/>		5b. Federal Award Identifier: <input type="text"/>
State Use Only:		
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name: The Pennsylvania State University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 24-6000376		* c. Organizational DUNS: 0034039530000
d. Address:		
* Street1: Office of Sponsored Programs		
Street2: 110 Technology Center Building		
* City: University Park		
County/Parish: Centre		
* State: PA: Pennsylvania		
Province:		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 16802-0000		
e. Organizational Unit:		
Department Name: Comparative Literature		Division Name: College of the Liberal Arts
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:		* First Name: Christine
Middle Name:		
* Last Name: Woods		
Suffix:		
Title: Associate Coordinator Grants and Contracts		
Organizational Affiliation: The Pennsylvania State University		
* Telephone Number: 814.865.8030		Fax Number:
* Email: cnw2@psu.edu		

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State-related Inst of High Ed

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A&B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

* 12. Funding Opportunity Number:

OMB No. 1840-0807

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Global Studies Institute

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

PA-005

* b. Program/Project

PA-005

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

08/15/2014

* b. End Date:

08/14/2018

18. Estimated Funding (\$):

* a. Federal	794,958.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	794,958.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

John

Middle Name:

* Last Name:

Hanold

Suffix:

* Title:

Interim Director Sponsored Programs

* Telephone Number:

814-865-1372

Fax Number:

* Email:

osp@psu.edu

* Signature of Authorized Representative:



* Date Signed:

6/26/19

**U.S. Department of Education
Supplemental Information for the SF-424**

Project Director:

Project Director: * First Name: Middle Name: * Last Name: Suffix:

Address:

Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

* Phone Number (give area code):

Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes

☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes

☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes

Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No

Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input checked="" type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Arabic	Y
Chinese	Y
Hindi	Y
Japanese	Y
Korean	Y
Portuguese	Y
Russian	Y
Swahili	N (not enough levels available yet)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Interim Director Sponsored Programs
APPLICANT ORGANIZATION The Pennsylvania State University		DATE SUBMITTED 6/26/17

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
The Pennsylvania State University			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:		* First Name:	John
		Middle Name:	
* Last Name:	Hanold		Suffix:
* Title:	Interim Director Sponsored Programs		
* SIGNATURE:			* DATE:
			6/26/14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: 4c	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>John Hanold</u> Print Name: <u>John Hanold</u> Title: <u>Interim Director Sponsored Programs</u> Telephone No.: <u>814.865.1372</u> Date: <u>6/26/14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
The Pennsylvania State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	69,020	66,397	69,806	67,251	0	272,474
2. Fringe Benefits	16,833	16,914	17,470	17,571	0	68,788
3. Travel	28,300	26,600	24,300	18,200	0	97,400
4. Equipment	0	0	0	0	0	0
5. Supplies	19,100	19,500	21,000	21,000	0	80,600
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	52,474	56,335	52,000	56,000	0	216,809
9. Total Direct Costs (lines 1-8)	185,727	185,746	184,576	180,022	0	736071
10. Indirect Costs*	14,859	14,860	14,766	14,402	0	58887
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	200,586	200,606	199,342	194,424	0	794,958

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ X Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014

Approving Federal agency: ☐ ED ☒ X Other (please specify): Office of Naval Research The Indirect Cost Rate is 49.5 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	8/15/2014- 8/14/2015	8/15/2015- 8/14/2016	8/15/2016- 8/14/2017	8/15/2017- 8/14/2018
CATEGORIES				
A. SALARIES				
Category I				
1. Administrative				
Sophia McClennen, Director	\$0	\$0	\$0	\$0
No charge to the budget				
Sarah Lyall-Combs, Associate Director	\$22,157	\$22,711	\$23,279	\$23,861
Program Administrative Assistant	\$14,183	\$14,538	\$14,901	\$15,274
<i>Category I subtotal</i>	\$36,340	\$37,249	\$38,180	\$39,135
Category II				
Program Student Assistant	\$18,680	\$19,148	\$19,626	\$20,116
1/2 time, Grade 13 Student				
<i>Category II subtotal</i>	\$18,680	\$19,148	\$19,626	\$20,116
Category III				
2. Language Instruction				
Arabic Lecturer	\$6,000	\$6,000	\$4,000	\$4,000
\$4,000/course				
Chinese Language	\$4,000	\$4,000	\$4,000	\$4,000
\$4,000/course				
Hindi Language	\$4,000	\$0	\$4,000	\$0
\$4,000/course				
<i>Category III subtotal</i>	\$14,000	\$10,000	\$12,000	\$8,000
Subtotal Salaries	\$69,020	\$66,397	\$69,806	\$67,251
B. FRINGE				
Category I				
36.50%	\$13,263	\$13,597	\$13,935	\$14,285
Category II				
13.20%	\$2,466	\$2,528	\$2,590	\$2,656

Category III				
7.90%	\$1,104	\$789	\$945	\$630
Subtotal Fringe	\$16,833	\$16,914	\$17,470	\$17,571
C. TRAVEL				
DOMESTIC TRAVEL				
Administrative Staff	\$3,000	\$3,000	\$3,000	\$3,000
Travel to Title VI, Global Studies meetings, and other professional development meetings				
Local travel for Outreach	\$100	\$0	\$100	\$0
Travel for UP and Commonwealth campus faculty and staff to attend workshops (CCP1)	\$4,000	\$4,400	\$4,000	\$4,000
Dubois, Fayette, Hazelton, Mont Alto				
Collaboration with University of Pittsburgh NRC	\$2,000	\$0	\$2,000	\$0
INTERNATIONAL TRAVEL				
Visit to overseas institution in South Asia (TBD) (IP)	\$8,000	\$8,000	\$0	\$0
2 faculty @ \$4,000 ea.				
PSU faculty mobility to develop research and institutional linkages (AP/IP)	\$10,000	\$10,000	\$10,000	\$10,000
Subtotal Travel	\$27,100	\$25,400	\$19,100	\$17,000
D. SUPPLIES				
Supplies for Center outreach	\$5,000	\$5,000	\$5,000	\$5,000
Materials, A-V, Publicity for Center Outreach	\$6,000	\$6,000	\$7,000	\$7,000
Library and Language Acquisition Resources (AP)	\$8,100	\$8,500	\$9,000	\$9,000
Subtotal Supplies	\$19,100	\$19,500	\$21,000	\$21,000
E. OTHER				
1. Professional Development				
Multi-disciplinary colloquia (Professional Services Fees/ Speaker Fees, and Room and Board) (AP)				

Social Justice, Sustainability, Ethical Leadership, Global Intersections	\$12,000	\$12,800	\$12,000	\$12,000
Public lectures (Professional Services Fees/ Speaker Fees, Room and Board, and Outreach and Publicity) (AP)				
Social Justice, Sustainability, Ethical Leadership, Global Intersections	\$12,000	\$12,000	\$12,000	\$12,000
2. K-16 Outreach				
Collaboration with secondary and post-secondary institutions (AP/CCP2)	\$4,474	\$4,535	\$4,000	\$4,000
Research Exhibitions				
Cultural events				
K-12 workshops in conjunction with Colleges of Liberal Arts and Education (AP/CCP2)	\$8,000	\$8,000	\$8,000	\$8,000
K-12 Curriculum Development (AP/CCP2)	\$5,000	\$5,000	\$5,000	\$6,000
Collaboration with University of Pittsburgh NRC	\$0	\$3,000	\$0	\$3,000
3. Intra-university Support				
Hindi Instructor - Travel to LCTL conference (AP/CCP2)	\$1,200	\$1,200	\$1,200	\$1,200
Conference/workshop for All-Penn State Global Studies faculty and staff (CCP1)	\$5,000	\$5,000	\$5,000	\$5,000
Outreach and speaker fees for government career sessions (HEA supplemental)	\$3,000	\$3,000	\$3,000	\$3,000
4. Linkage with Overseas Institution				
Visit from faculty of overseas institution (TBD) (IP)	\$0	\$0	\$4,000	\$0
1 faculty member @ \$4,000				
5. LCTL Summer Institute (AP/CCP2)	\$3,000	\$3,000	\$3,000	\$3,000
Subtotal Other	\$53,674	\$57,535	\$57,200	\$57,200
Total Direct Costs	\$185,727	\$185,746	\$184,576	\$180,022
Total Indirect Costs @ 8% of Total Direct Costs	\$14,859	\$14,860	\$14,766	\$14,402

Total Proposed Budget	\$200,586	\$200,606	\$199,342	\$194,424

The Pennsylvania State University
Global Studies Institute
Foreign Language and Areas Studies Proposed Budget 2014-2018

	08/15/2014	08/15/2015	08/15/2016	08/15/2017
	-	-	-	-
	08/14/2015	08/14/2015	08/14/2017	08/14/2018
Graduate Students (5)				
Institutional Payments				
Academic Year (\$18,000)	90,000	90,000	90,000	90,000
Summer (\$5,000)	25,000	25,000	25,000	25,000
Subsistence Allowance				
Academic Year (\$15,000)	75,000	75,000	75,000	75,000
Summer (\$2,500)	12,500	12,500	12,500	12,500
Total	205,500	205,500	202,500	202,500
Undergraduate Students (5)				
Institutional Payments				
Academic Year (\$10,000)	50,000	50,000	50,000	50,000
Summer (\$5,000)	25,000	25,000	25,000	25,000
Subsistence Allowance				
Academic Year (\$5,000)	25,000	25,000	25,000	25,000
Summer (\$2,500)	12,500	12,500	12,500	12,500
Total	102,500	102,500	102,500	102,500

**U.S. Department of Education
General Provisions Act, Section 427 of GEPA**

Penn State frames its diversity goals not only in terms of social justice but also in terms of institutional viability and vitality, clearly locating diversity as a central value to Penn State's core mission. Created in July 1990, the Office of the Vice Provost for Educational Equity (OVPEE) was originally charged to foster diversity; in 2001, the mission expanded to support educational access for targeted groups of low-income – potential first-generation college students – both at Penn State throughout the state. Beyond the University, in targeted high schools and counties, the office helps low-income youth and adults overcome the social, cultural, and educational barriers to success in higher education. Within the University, the office supports and evaluates the many diversity initiatives and serves as an advocate for a range of populations. These include historically underrepresented racial/ ethnic minorities; persons with disabilities, persons from low-income families; veterans; lesbian, gay, bisexual, and transgender persons; and women. Currently, Penn State is merging its diversity strategic planning into its overall University strategic planning process in order to achieve greater strengths and synergies.

OVPEE oversees the Equal Opportunity Planning Committee, the Commission for Women, the Commission on Racial/Ethnic Diversity, and the Commission on Lesbian, Gay, Bisexual, and Transgender Equity. OVPEE, along with the Affirmative Action Office and the University Access Committee, supports and administers a substantial number of programs and centers that promote diversity and fairness and ensure compliance with federal regulation. As part of Penn State, The Center for Global Studies shares OVPEE's assertion that "fostering diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution." Please also see §6.F and § 9.B.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Please see attached.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Please see attached.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

The Pennsylvania State University: Global Studies Institute

John W. Hanold:

Interim Director Office of Sponsored Programs

Signature:



Date: 6/27/2014

Telephone: 814-865-1372

E-mail: osp@psu.edu

Supplemental Information to Meet Statutory Requirements

INFORMATION REQUIREMENT 1: Diverse Perspectives in Funded Activities

The commitment to debate and to the expression and discussion of diverse opinions, methods, research perspectives, and ethical or historical goals, constitutes one of the core missions of the Pennsylvania State University. Penn State draws students from a wide variety of family backgrounds and geographic locations, from all fifty states and from 124 countries. Its faculty likewise represents a broad cross-section of American and international life: 900 of our 3159 faculty members are international. Penn State's faculty covers the gamut of opinions and scholarly methodologies in professional fields, the sciences, the social sciences, and the humanities; Penn State's student life reflects that diversity, with over sixty clubs, fraternities, or sororities devoted specifically to ethnic minority or international student groups, as well as a wide range of political organizations (Democrats, Republicans, Libertarians, Greens, and more) and an equally broad swath of clubs or groups focused on specific topics, hobbies, interests, religious community (53 organizations at the University Park campus alone), sports, and other forms of community life.

The Penn State campus reserves public spaces for debate and discussion, and regularly welcomes public presentations by groups on either side of important political debates (abortion, for example). The Pasquerilla Spiritual Center sponsors and supports a wide variety of student religious groups, and the Office of Educational Equity strives to make Penn State's curriculum and event programming available to, and appealing to, the entire local community. Among the goals of the OEE's "Framework to Foster Diversity at Penn State 2010-15" is to "[i]ncrease the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops,

speaker series, etc., that support curricular transformation.”

Within this larger context, The Center for Global Studies within the College of the Liberal Arts, strives to represent a wide variety of views and perspectives in all the events, outreach activities, and scholarship they support. We are committed to bringing people together from all sides (political, scholarly, national, historical etc.) of contemporary or historical debates and discussions, and to using our events to increase dialogue across disciplinary, professional, national, and international boundaries. One example, the CGS-WUN conference “Geographies of Power: Justice, Revolution, and Cultural Imagination” brought to University Park a group of renowned U.S. and international scholars. The conference emphasized the shifting geographies of power in the period between September 11, 2001, and the 2011 Arab Spring with the premise that the transformation can only be appreciated through a cross-cultural perspective and a multi-disciplinary methodology that is attuned to the historical precedents behind current geopolitical and cultural conflicts. The conference attracted faculty, undergraduates, and graduate students across the liberal arts as well as local community members.

At Penn State, we believe that only through the inclusion of all opinions can we successfully test our knowledge, learn from one another, and fulfill our obligation as participants in a vibrant intellectual and democratic culture.

INFORMATION REQUIREMENT 2: Areas of National Need

At the undergraduate level, the departments of Political Science offers three concentrations for its International Politics Major: International Political Economy, International Relations, and National Security, as well as a minor in Global Security. Students in these programs take courses in international and comparative politics, as well as in economics, geography, history, and international business. The College of Information Sciences and Technology (IST) offers a BS degree in Security and Risk Analysis with a focus on information security. At the graduate level, the School of International Affairs (SIA) has a study track in international security that prepares students to contribute to the debate about vital international security issues, including: why states fight wars, when should and do states intervene in other states' internal conflicts, how states make choices among alternative security strategies, how to balance state security and democratic/privacy ideals, the influence of energy on foreign policy, other economic aspects of international security, civil-military relations, cyber threats, and the dynamic between terrorists and governments.

The CGS encourages government service in areas of national need primarily through our existing partnership with the Office of Military and Security Program (OMSP), a strategic initiative to position Penn State in the lead among academic institutions for military, Homeland Security and Homeland Defense, and Information Operations Research and Technology Development. In September 2009, Penn State received a two-year, \$1 million renewable grant to support ODNI. To implement the grant, IST, the School of Public Affairs at Penn State Harrisburg, and the OMSP created the Strategic and Global Security (SGS) program.

The SGS program sponsors and supports students who desire a career in government, the private sector, or in the Armed Forces, working on global, national, and homeland security

issues. The program is open to undergraduate and graduate students of all academic majors, minors, and programs, with an emphasis on those with diverse ethnic, cultural, professional, and academic backgrounds, language proficiency, and geographical expertise. Applicants must be U.S. citizens and have a minimum GPA of 3.0. The SGS program provides direct support to students and faculty members and facilitates the integration of National Security-relevant education, research, and outreach initiatives throughout the Penn State University system.

The CGS will continue to partner with the OMSP to conduct a series of “global career talks” on campus to address the national need for study of LCTLs and the regions where these LCTLs are spoken. These workshops open up new vistas for students as they prepare for future careers in government service.

Areas of need in the education sector are served by a wide variety of majors in the College of Education. In our next cycle, the CGS will partner with the College of Education and the College of the Liberal Arts to organize and conduct professional development workshops for pre- and in-service K-12 teachers in each of the core themes, the LCTLs, and the region where these LCTLs are spoken. In addition, we plan to support a Summer Institute on LCTL training – in conjunction with Penn State’s Title VI Language Resource Center – for K-12 language teachers and university level teaching assistants with the goal of making global studies an important part of the College of Education curriculum. We also plan to introduce global studies support the development of K-12 curricular materials.

By working with our various partners, collaborating colleges and professional schools, our goal is to increase the visibility and prominence of career options leading to government service as well as in areas of need in the education, business, and nonprofit sectors.

ABSTRACT

The mission of the Title VI Center for Global Studies (CGS) at The Pennsylvania State University is to promote an appreciation for and an in-depth understanding of the forces, challenges, and opportunities of the global era and the types of knowledge and pragmatic preparations that are necessary for working and living both ethically and effectively in a globalized world. The CGS serves as an integrative platform for bringing together faculty and students from across the university in order to realize Penn State's strategic goal of becoming a global university. Working across all major university units, our mission is to enhance Penn State's recognition as a university known for excellent research, teaching, and outreach in global studies. Our goal is to create a truly cross-disciplinary center for the creative and innovative study of the many complex facets of globalization. We offer the university an impact-oriented vision for facilitating and coordinating faculty and student research, promoting globally-relevant graduate and undergraduate education (especially language skills), and introducing new outreach programs.

Our next four-year cycle will be framed by the concept of *crossing boundaries, building bridges*. We aim to cross academic and geographic boundaries as well as institutional ones to create innovative and meaningful knowledge of the global world. This means that each of our strategic initiatives aims to cross the boundaries that frame global studies while focusing on building lasting and meaningful educational experiences and research outcomes that can have measurable impact.

To do this the CGS will focus on three core themes that tie directly to strategic university initiatives and that promise to build on existing institutional support and ongoing commitments. Concentrating on the themes of sustainability, social justice, and ethical leadership, The CGS aims to ensure that these topics are considered within a global context and with the cross-disciplinary insights of global studies research. These cross-disciplinary teaching, outreach, and research areas will allow for sustained and engaged dialogues on issues of vital importance to understanding key global issues facing all regions across the world. Real academic advancement on these themes requires that they "cross boundaries and build bridges" and take into account the way that these ideas are interconnected and interdependent. Thus, our fourth theme, global intersections, promotes activities that bring our three main themes into productive, critical conversation, emphasizing the need to consider these issues with the benefit of scholarly insights from a range of different disciplines.

In addition to cross-disciplinary colloquia and programming organized around these four themes, the Title VI Center for Global Studies will foster global citizenship and cross-cultural awareness through support of Arabic, Chinese, and Hindi language instruction. We also will host workshops on global careers, support international visiting scholars, organize faculty exchanges between Penn State and targeted universities in India, and support travel for faculty to meetings dedicated to global studies and to language instruction. We will continue to serve as an important catalyst in building meaningful ties with the local community and in offering support and training to K-12, partnering with Penn State's VI LRC CALPER. We will also enhance collaboration with institutions within PA: in particular a cohort of two-year colleges as well as the only other international NRC: The Global Studies Center at the University of Pittsburgh.

ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
APSIA	Association of Professional Schools of International Affairs
CALPER	Center for Advanced Language Proficiency Education and Research
CERIS	Consortium for Educational Resources on Islamic Studies
CGS	Center for Global Studies
CIC	Committee on Institutional Cooperation
CLA	College of the Liberal Arts
CMLIT	Comparative Literature
FLTA	Fulbright Foreign Language Teaching Assistant
GEN	Global Engagement Network
HESE	Humanitarian Engineering and Social Entrepreneurship
HBCU	Historically Black Colleges and Universities
IST	College of Information Sciences and Technology
LCTL	Less Commonly Taught Language
LRC	Language Resource Center
MOOC	Massive Open Online Courses
ODNI	Office of the Director of National Intelligence
OEE	Office of Educational Equity
OMSP	Office of Military and Security Programs
OVPEE	Office of the Vice Provost for Educational Equity
PSUL	Penn State University Libraries
SGS	Strategic and Global Security
SIA	School of International Affairs
TA	Teaching Assistant
UOGP	University Office of Global Programs
UP	University Park
WUN	Worldwide University Network

1. INSTITUTIONAL COMMITMENT TO THE SUBJECT AREA

Encouraging “global citizenship” and promoting global understanding has long been a core value at the Pennsylvania State University. Now with over 46,000 students enrolled at the University Park (UP) campus, including over 7,000 international students, or just over 9% of the total resident enrollment, globalization of our curriculum and community is of the highest priority for the University, as demonstrated by the call in the University’s *Priorities for Excellence* strategic plan for “Penn State [to] realize its potential as a global university.” The University’s commitment to global education is evident in our burgeoning international curriculum, event programming, collaborative international research, graduate program growth, and undergraduate study abroad. With the University Office of Global Programs (UOGP) playing a key leadership role and with the continuing support of multiple academic units across the campus, Penn State has demonstrated its sustained commitment to internationalization via its support and establishment of new programs and centers. Foremost among these was the University’s decision in 2007 to launch a new, APSIA-affiliated School of International Affairs (SIA) that seeks specifically to prepare traditional students and working professionals to take on the new challenges of work and life in the globalized world of the 21st century. Additionally, in August 2010, when Penn State was awarded one of 11 highly competitive National Resource Center (NRC) grants to support the creation and operations of the first internationally-focused NRC on Penn State’s campus, the University responded by committing financial and human resources to ensure its success.

The resulting Center for Global Studies (CGS)¹ is the only federally-funded unit at Penn State that supports research, teaching, and outreach in global studies. For the past four years, we

¹ The CGS is affiliated with the School of Languages and Literatures and housed within the College of the Liberal Arts.

have worked with academic departments and administrative units to expand the University's commitment to global studies; in our first four years, the CGS averaged support for over 100 events annually; we collaborated with UOGP on multiple global initiatives and will continue to work with them towards the internationalization of Penn State's 19 Commonwealth campuses.

1.A. Center and Program. As a public land grant university, Penn State has always viewed outreach as part of its core mission. International engagement has grown over the last several years with the implementation of a university-wide strategic plan to educate all students to be global citizens. The University's Global Engagement Network (GEN) strategy seeks to develop long-term partnerships with peer international institutions to enhance the tripartite mission of teaching, research, and service.

The mission of the Title VI CGS is to foster an in-depth understanding of the forces, challenges, and opportunities of the global era and the types of knowledge and pragmatic preparations that are necessary for working and living both ethically and effectively in a globalized world. The CGS serves as an integrative platform for bringing together faculty and students from across the University in order to realize Penn State's strategic goal of becoming a global university. We offer the University an impact-oriented vision for facilitating and coordinating faculty and student research, promoting globally-relevant graduate and undergraduate education (especially language skills), and introducing new outreach programs.

Our next four-year cycle will be framed by the concept of *crossing boundaries, building bridges*. We aim to cross academic and geographic boundaries as well as institutional ones to create innovative and meaningful knowledge of the global world. This means that each of our strategic initiatives aims to cross the boundaries that frame global studies while focusing on building lasting and meaningful educational experiences and research outcomes that can have

measurable impact. To do this we will focus on three core themes that tie directly to strategic University initiatives and that promise to build on existing institutional support and ongoing commitments. Concentrating on the themes of sustainability, social justice, and ethical leadership, the CGS aims to ensure that these topics are considered within a global context and with the cross-disciplinary insights of global studies research. These cross-disciplinary teaching, outreach, and research areas will allow for sustained and engaged dialogues on issues of vital importance to understanding key global issues facing all regions across the world. Real academic advancement on these themes requires that they “cross boundaries and build bridges” and take into account the way that these ideas are interconnected and interdependent. Thus, our fourth theme, global intersections, promotes activities that bring our three main themes into productive, critical conversation.

Table 1.1 Summary of Core themes		
Focus	Lead Faculty	Content
Social Justice	Tiyanjana Maluwa (Law/SIA)	Understand the future of social justice as a global project
Sustainability	Richard Alley (Geosciences)	Focus on the need to link global perspectives to science research on sustainability and climate change
Ethical Leadership	Sarah Clark Miller (Philosophy)	Consider the challenges of ethical leadership in a globalized world
Global Intersections	Sophia McClennen (SIA/Comparative Literature)	Connect themes of social justice, sustainability, and ethical leadership

In addition to cross-disciplinary programming organized around these themes, the CGS will foster global citizenship and cross-cultural awareness through support of the following activities:

Table 1.2 Penn State CGS-NRC Goals	
1.	Enhance collaboration between the many academic units engaged in global studies.
2.	Enhance library resources for LCTL and area studies instruction.
3.	Support undergraduate and graduate student training in global studies.
4.	Increase the level of lesser commonly taught languages (Arabic, Chinese, and Hindi) being taught at Penn State and help support language instruction and acquisition. (NRC GPRA)
5.	Host workshops on U.S. government service as they relate to our LCTLs and regions where those LCTLs are spoken. (HEA)
6.	Promote cross-disciplinary colloquia that will incorporate research, teaching, and outreach across four major themes relevant to global issues. (AP)
7.	Collaborate with the University Office of Global Programs on University initiative to globalize the curriculum at Commonwealth campuses with particular attention to Dubois, Fayette, Hazleton, and Mont Alto. (CPP1)

8. Host workshops for K-12 teachers and pre-service teachers studying in the College of Education on the teaching of a) selected LCTLs and the regions where they are spoken and b) global issues related to our core themes. **(AP/ CPP2)**
9. Collaborate with Penn State's Title VI LRC to host annual Summer Institutes on LCTL instruction and assessment. **(AP/ CPP2)**
10. Support travel for LCTL instructors to meetings dedicated to LCTL language instruction **(AP)**.
11. Provide outreach programming to the Penn State and local community.
12. Increase global connections between Penn State and international universities by supporting Penn State faculty travel, hosting international visiting scholars, and supporting other forms of collaboration to and from Penn State. **(IP)**

1.A.2. Teaching Staff. Few academic units at Penn State lack a global component to their core mission. Departments across the University, including Comparative Literature, area studies-oriented units like Asian Studies, Latin American Studies, and African and African American Studies, and globally-oriented fields within larger programs, such as the International Program in Aging Research in Human Development and Family Studies demonstrate the campus-wide presence of global interests (Table 1.3). See Appendix 2 for profiles of CGS-affiliated faculty.

Table 1.3 Summary of Select Departments and Faculty Numbers		
Unit Title	Faculty	Degrees
Sch. of International Affairs	9	MIA in International Affairs
Comparative Literature	33	Comparative Literature major, minor, MA & PhD
School of Law	125	Concentration in International & Transnational Law
Asian Studies	35	Asian Studies major and minor, dual degree PhD; Chinese major & minor; Japanese major & minor
Sch. of Information Science & Technology (IST)	58 (80 including affiliated faculty)	IST BA MS, PhD (with global or comparative concentration); Security & Risk Analysis BS with National Security concentration
Political Science	36	Political Science BA, minor, MA, & PhD International Politics BA Global Security minor
Comparative & International Education	15 (31 including affiliated)	Comparative & International Education MS & PhD
Geography	74	Geography BS, minor, MS & PhD
Latin American Studies	33	Latin American Studies BA, minor, graduate minor
Spanish, Italian, & Portuguese	64	Spanish BA, minor, MA, PhD; Italian BA, minor

1.A.3. Library Resources. Library expenditures in materials supporting global studies are difficult to determine in precise numbers. For AY 2011-12, the library purchased just over \$20 million for acquisitions of which approximately 30% were global studies related. Total salaries and wages for professional staff within this same period came to \$12,029,079. Library

expenditures in global studies related materials have grown due to increased hiring of multilingual faculty and greater international collaboration with colleagues from across the globe. In addition, the University has a number of librarians dedicated to acquisitions in major global regions. For example, the University employs full-time librarians for the Middle Eastern, Asian, and African Studies among others. Despite budget cuts in our first cycle, the CGS spent \$9,000 in NRC funding towards enhancing the library's holdings in Turkish and Arabic not only to support the language programs, but also to support research across disciplines, including but not limited to, religion, history, civilization, law, art, and literature.

1.A.4. Linkages with Overseas Institutions. Colleges across Penn State have ties with many academic institutions relevant to global studies. At the university level, the UOGP is actively pursuing innovative ways for Penn State to expand and enhance its international partnerships. One major growth area for UOGP is the creation of a series of “global engagement networks” (GENs). The primary goal of GENs is not to seek opportunities to build or operate campuses in other countries, but rather to build deep and broad alliances with established institutional linkages or create new ones in “gap” areas. With 13 GENs – in, for example, China, India, South Korea, Saudi Arabia, Peru, Germany, South Africa, and the West Indies – at various stages of development and operation², there is now a strong infrastructure emerging for supporting research initiatives within and across these networks.

Penn State also is an active member of The Worldwide Universities Network (WUN), an international alliance of 14 leading research universities in the North America, Europe, Southeast Asia, and Australia. In AY 2012-13, the CGS received over \$14,000 in WUN funds for the research project “Geographies of Power: Justice, Revolution, and the Cultural Imagination.” This

² The University is also working on partnerships in Mexico, Burkina Faso, The Netherlands, Turkey, Taiwan, Brazil, and Japan.

was supplemented by over \$37,000 in institutional support to hold a series of meetings, support research mobility for scholars, and host an international conference at UP in Spring 2013.

For students, Penn State currently offers nearly 300 study abroad programs each year to different locations across six continents. In Asia, for example, UOGP offers 43 study abroad program opportunities in Russia, Japan, China, and Korea, including a new exchange relationship with Ibaraki University, Mito (Japan). Penn State is also a leader in sending students and faculty overseas on Fulbright Awards. In the past ten years, 168 Penn State faculty and staff have been awarded Fulbright grants; nearly 36% of the grants went to faculty and staff at campuses other than UP. Awardees traveled to 68 countries with Germany, Canada, India, and China among the most popular locations.

Table 1.4 Examples of Foreign Engagement Across Campus	
College/School	Overseas Focus
College of Communications	Embedded programs; courses offered in Prague, Czech Republic, England
College of Earth & Mineral Sciences	Embedded learning experience (Bulgaria); Dalian Univ. (China)
College of Education	Sogang Univ. (South Korea); Humphrey Fellowship Program in Africa, Asia, Latin America, the Caribbean and the Middle East
College of Engineering	Global Engineering Education; National Univ. of Singapore, Hochschule Pforzheim Univ. (Germany)
College of the Liberal Arts	Nanjing Univ (China); Dalian Univ (China); National Univ. of Singapore; Australian National Univ., Ibaraki Univ. (Japan); Univ. of Franche-Comté (France); extensive study abroad in many countries
College of Science	Extensive study abroad programs: courses offered in England, Ireland, Spain, Singapore, Australia, New Zealand
SIA	Confucius Institute (Beijing); international internships
Smeal College of Business	Center for Global Business Studies; international internships; study abroad
Dept of Recreation, Parks & Tourism	Global Hospitality Management (Chinese Univ. of HK); Maastricht Hotel Management Sch. (Netherlands); Universidad San Ignacio de Loyola (Peru); Institut Paul Bocuse (France); embedded programs.

1.A.5. Outreach Activities. Penn State Outreach – the largest outreach organization in higher education today – applies research and knowledge to meet the social, cultural, and economic issues facing Pennsylvania, the nation, and the world by reaching learners in all 67 Pennsylvania counties, 50 states, and 62 countries. This impact is achieved primarily through Penn State’s

World Campus – with 100 online degree and certificate programs enrolling more than 13,000 students. In partnership with the colleges, campuses, and other administrative units, Penn State Outreach also oversees the coordination of non-credit offerings through massive open online courses (MOOCs) to enrich educational development; the University’s most recent MOOC on climate change and sustainability taught by Penn State professor and Nobel Prize recipient Richard Alley reached more than 28,000 people world-wide. Outreach to regional high schools and colleges encourages students to learn new foreign languages; these interests are supported through the Summer Language Institute and the CGS. See Table 1.2 for a summary of proposed NRC-sponsored outreach activities.

1.A.6. Qualified Students in Related Fields. *Undergraduate Student Support:* Penn State remains strongly committed to the notion that an undergraduate student should not graduate from this institution without having international knowledge or experience. The general education requirement includes a three-credit international course, usually taken in the social sciences, humanities, and arts, or upper division foreign language courses with explicit cross-cultural content. Study abroad programs offer real-world educational vehicles to gain exposure to learning situations that necessarily involve cross-border and/or multinational interactions.

Penn State is proactive in building awareness of study abroad opportunities. To ensure that financial factors do not deter interested students, the UOGP provided approximately \$209,680 in undergraduate study abroad scholarships in 2011-2012, more than \$52,000 of which was specifically allocated for study in nontraditional countries. In addition, students have access to funding under the Paterno Fellows Program³; similar opportunities are also provided through the Schreyer Honors College, which highlights global citizenship as one of its top four goals.

³ Paterno Fellows generally receive \$1,500 – \$2,500 from the College of the Liberal Arts toward meeting their research, study abroad, and internship aspirations.

Penn State enhances the undergraduate learning experience by supporting visiting foreign scholars and practitioners. The Humphrey Fellows Program brings mid-career professionals and government leaders from other countries to campus; through the “Global Connections” program, fellows build long-term personal and professional relationships with the local community.

Graduate Student Support: Along with recruiting a substantial number of foreign students across our various graduate programs, we have endeavored to ensure that graduate students also have multiple opportunities for exposure to international knowledge and world affairs. For instance, “Global Cultures and Leadership” (INTAF 804) has attracted students from the College of Education and the Law School to the SIA; these are students who want to use an interdisciplinary, global approach to understand how socio-cultural beliefs may impede or accelerate social change.

Graduate students have multiple levels of financial support. The CLA offers enhanced financial packages for about one half of the 175 new students they enroll each year through a number of competitive awards, including awards for research expenses, fellowship semesters, and travel to conferences and archives. In addition, about 40% of the other 625 CLA continuing students already working on their degrees receive some form of support over and above their basic stipends; the CLA has increased graduate support by more than \$2 million during the last decade. Campus-wide, Penn State supported a total of 4,084 graduate assistantships and 534 post-doctoral fellows in 2013-14.

1.B. Institutional financial support to students in fields related to the teaching program.

With reference to graduate students, in the CLA, all doctoral students have multi-year funding (stipend and a benefits package for tuition and health insurance), with rare exceptions such as students who bring their own external multi-year fellowships. There are about 80 doctoral

students in the School of Languages and Literatures alone. Stipend levels vary; to give two examples, our half-time Grade 13 graduate assistantships provide a stipend of about \$17,000, while University Graduate Fellowships provide a stipend of \$25,000, in both cases plus benefits. University-wide, approximately 4,000 graduate students are funded on Penn State assistantships, and several hundred on Penn State fellowships. A high proportion of undergraduates receive financial aid. As study abroad is important for language and global studies students, the UOGP has funding available and helps students coordinate their searches for study abroad in language-related contexts. For 2011-12, the most recent data available in the Institute for International Education's Open Doors database, Penn State, UP ranked 11th among U.S. research universities for its number of study abroad enrollments, with 2,425 students studying in 55 countries. The UOGP offers five types of scholarships, including Whole World scholarships of up to \$2,000 to encourage students to study in nontraditional locations (Asia, Africa, the Middle East, Eastern Europe, etc.). The CLA also provides scholarship opportunities. See §1.A.6.

2. QUALITY OF CURRICULUM DESIGN

2.A.1. Undergraduate Baccalaureate Degree Programs. Penn State offers students a rich array of undergraduate majors and minors that relate directly to international studies, broadly defined. One highlight is the Global and International Studies (GLOBE) major, which provides a broad framework for students to combine their international experience, foreign language skills, and course work on global and international topics into a concurrent major (Table 2.1, p. 10). Penn State offers language majors in Chinese, Japanese, Russian, Spanish, French, German, and Italian. Along with minors in those languages, a number of minors in LCTLs are also offered, including Hebrew and Arabic. Some of these offerings have developed due to the work of the CGS and other factors the number of Arabic minors has increased each year since CGS support

began in 2011 with 32 declared minors during AY 2013-14. Course offerings in Swahili, Portuguese, Turkish, Ukrainian, Korean and Hindi are also available.

Penn State also offers a number of internationally-focused B.A./M.A. programs, in which students take three years of intensive undergraduate coursework, one year of both undergraduate and graduate coursework, and a fifth year of graduate coursework. Two examples are the Comparative Literature B.A./M.A. and the Political Science/School of International Affairs B.A./M.A., which is also affiliated with the Schreyer Honors College.

Table 2.1 Internationally-Focused Baccalaureate Programs	
Majors	Minors
Comparative Literature	Global Health
GLOBE	Global Security
International Business	GLOBE
International Politics	International Agriculture
World Languages in Education	International Arts
Asian Studies	International Business
African Studies	World Literature
Latin American Studies	Latina/o, Latin American, & Caribbean Studies

Penn State curricular offerings are rich in opportunities for interdisciplinary training, especially in terms of internationally oriented coursework and internships. One of the general education requirements of

the University is a course in international cultures.⁴ Also, all B.A. students are required to take one “Other Cultures” course that is at least 75% content-focused on the world beyond Europe and the U.S. There are currently 155 “Other Cultures” courses available at Penn State.

A particularly successful interdisciplinary training initiative has been the Humanitarian Engineering and Social Entrepreneurship program – nationally recognized in 2011 – which brings together undergraduates, graduate students, and faculty from various disciplines to develop innovative and practical technology-based solutions to address the most compelling challenges facing marginalized communities globally. HESE collaborates with other academic units and offers students the opportunity to receive a 12.5-credit certificate in Engineering and

⁴ International culture courses have at least 25% content focused on the world beyond the U.S.; they also emphasize the degree to which international relations and transmissions of culture have shaped the world we live in today.

Community Engagement. The CGS works with HESE to host an “innovative solutions” showcase for students from all majors as a venue to foster critical thinking about sustainable community development, developmental entrepreneurship, and the role of technology in enabling new solutions to global inequities.

Appropriateness and Quality of Undergraduate Student Training: Each of the programs offering degrees in global studies-related areas has rigorous standards. Many Penn State undergraduate programs have “embedded” programs, involving hands-on work in a foreign country. See headings § 2.B.2 and § 2.B.3 for elaboration on these programs. Below is an overview of select undergraduate degree programs:

Table 2.2 Select Undergraduate Degree Requirements in Areas of Global Studies

- The majors in **Chinese & Japanese** requires 35 and 34 credits respectively, study abroad is encouraged for 12 credits and four years of language study in addition to courses on history, literature, film, etc.
- The major in **Comparative Literature** requires 36 credits, language study of 5 semesters (or as much as 8 semesters). Study abroad is not required but strongly recommended.
- The **Asian Studies** minor requires 31 credits, 4 semesters of language (but up to 6 accepted). Study abroad not required but strongly recommended.
- The **Arabic** minor requires 21 credits. Students undertake three years of language study (or equivalent); education abroad can be included.
- The interdisciplinary **Global and International Studies** major reflects a “One World” concept that emphasizes the importance of global perspectives, foreign language study, and education or working abroad experience. The major requires 30 credits and significant experience abroad of at least 8 weeks in length.
- The B.A. in **African Studies** requires 45 credits for the major.
- The **International Agriculture** (INTAG) minor includes 18-21 credits with two options: The minor can be satisfied by an approved study abroad program (18 credits minimum) or by 18 credits of course work, including a required international travel component.
- The College of Earth and Mineral Sciences (EMS) offers the interdisciplinary **Science, Society and the Environment of Africa** minor. The minor requires 18 credits of course work and draws on courses from Earth Sciences, Geography, African and African American Studies, Energy Business Finance, Fuel Science and Political Science, all of which have greater than 25% content focused on Africa, and most are 100% focused on Africa.
- The College of Health and Human Development offers a **Global Health** minor (GHM) administered by BBH. The Global Health minor requires 21 credits and includes an international (travel) component.

Service learning is often an essential part of undergraduate training at Penn State. The Geography department offers a 6-credit intensive service-learning course, “Sustainability Issues Across the Americas,” an interdisciplinary team-based, problem-solving, project-driven approach to sustainability issues including water resources, ecotourism, and human migrations.

2.A.2. Graduate Student Training. Many of the graduate student training programs at Penn State pay explicit attention to international issues and global studies. One focal point of the Penn State's drive for an intellectually rich, internationally oriented graduate education is the School of International Affairs. In concert with preparing traditional students and working professionals for careers in international affairs, the school offers six tracks of study.⁵ Graduates have the tools and skills to work in government, NGOs, and the private sector. The SIA offers a joint JD/MIA degree with the Law School and a joint BA/MIA degree with the Political Science department. It continues to develop curricular synergies for similar programs across campus, including one with the College of Education for a graduate degree in international education policy.

There are a number of other hubs of international research and graduate training on campus. The Global Health Center is a gathering point of multidisciplinary approaches, all of which seek to better understand and address health issues that transcend geographic borders. The HESE program (see heading § 2.A.1) also engages graduate students across disciplines in the research, design, field testing and launch of technology-based solutions to resource challenges in developing countries. The Africana Research Center supports research and scholarship on Africa and its Diaspora.

Table 2.3 Select Graduate Degree Requirements in Areas of Global Studies

- **Comparative and International Education (CI ED):** Ph.D.; D.Ed.; M.A.; M.S.; M.Ed.; includes 12 credits in CI ED content courses or courses with comparative or international content; and 6 credits in research methods. Students demonstrate competency in reading a language other than English.
- **Comparative Literature** Ph.D.; M.A.; includes at least an additional 21 credits in literature courses, including course work in the three languages that the student selects, with emphasis on the student's primary literature; proficiency in two foreign languages.
- **International Affairs** M.I.A.; J.D./M.I.A.; This core curriculum is designed to provide students with a strong foundation in the ethical dimensions of international exchange, with skills essential to perform quantitative and qualitative analysis in cross-cultural contexts and with leadership training designed to understand and bridge the cultural differences. Students must demonstrate proficiency in a language other than English.
- **Geosciences** M.S.; Ph.D. (Ranked #6 Geology Dept. in the U.S.): All graduate students, including both M.S. and Ph.D. students, are expected to acquire breadth of knowledge in the geosciences, a fundamental and advanced knowledge of their sub-discipline, and skills in the areas of data collection and quantitative analysis.

⁵ International Security Studies, Development Policy, International Education, Dispute Resolution, Environment and Resources, and Humanitarian Response and Human Rights.

- **Energy and Mineral Engineering** M.S.; Ph.D.: Students are assessed by their exam committee on both technical and communication proficiency. Although encouraged, competency in a foreign language is not required for the Ph.D. degree. However, each Ph.D. candidate is expected to demonstrate competency in communication and language by successfully completing EME 581(3) (Research and Geostatistics Methods) which teaches students methods for the conduct, analysis and effective communication of scientific research and spatial characterization.

Appropriateness and Quality of Graduate Student Training: The availability of coursework as well as internship and research experiences for students aims to provide students with both international awareness and the necessary skills and tools to deliver value in their careers. Though requirements differ by department, all students pursuing advanced degrees in fields related to global studies meet similar basic qualifications that include global studies coursework and foreign language requirements in addition to the core PhD requirements. This global training is, in many cases, essential for the completion of graduate degree. For example, graduate students in Geography must undertake field research in climate and human geographies in locations such as Greenland, Mexico, Peru, and Antarctica.

2.B.1. Academic and Career Advising. Penn State is committed to giving its students an excellent advising system that is highly attuned to our students' interests in global perspectives and international careers. Each degree has dedicated academic advisors to aid students in making scheduling decisions, locating internship and study abroad opportunities, and providing career counseling. Advisers have extensive resources available, including The Center for Excellence in Academic Advising. The CLA provides academic advising to Paterno Fellows to ensure that students are meeting expectations in a timely way. Fellows can participate in the College mentor program, which provides one-on-one alumni guidance. The Career Services Center assists all students with identifying and achieving their individual career goals. Programs and resources are provided to assist students and alumni in specifying career goals, expanding knowledge of career alternatives, understanding effective decision making, and acquiring strategies and skills to carry

out the process. Career Services also assists enrolled students and alumni by creating opportunities to connect with potential employers and graduate schools.

A number of other programs have career training initiatives that highlight globally-oriented professional experience: the College of Engineering has International Engineering Envoys, students who have had an international experience and wish to help inform and encourage other students to do the same; the Global Leadership Initiative in the College of Health and Human Development and School of Nursing is designed to prepare a select group of academically talented and highly motivated students for leadership in areas related to global health, human development, and sustainability. The CGS provides undergraduate internship opportunities for students in majors such as Comparative Literature, International Relations, International Politics, and Security and Risk Analysis with experience in coordinating and promoting interdisciplinary global issues. Penn State also supports student participation in a number of nationally recognized professional global and interdisciplinary fellowship programs, including the Humphrey Fellowship and the Pickering Undergraduate and Graduate Foreign Affairs Fellowship.

2.B.2. Study Abroad and Research Opportunities. Penn State encourages participation in off-campus opportunities and programming; well over one half of Liberal Arts undergraduates engage in a meaningful enrichment experience, including study abroad, service learning, an internship, or supervised research with faculty. Penn State ranks among the top 20 institutions in the nation for numbers of students studying abroad according to *Open Doors 2012*, published by the Institute of International Education. In AY 2011-12, 2,425 Penn State students took part in Education Abroad programs in 55 countries. Among these 2,425 students, 1,435 participated in semester and year-long programs; an additional 990 took part in faculty-led embedded (short-term) programs. Colleges sending the largest numbers of students to study abroad included

Business Administration (18.3%), Liberal Arts (15.3%), and Health and Human Development (8.6%). The UOGP also promotes non-traditional study abroad locations in Asia, Africa, and Latin America. Fifty-two students received Whole World Scholarships, which are available only to students considering designated programs in non-traditional locations. UOGP also has a partnership with EuroScholars: 12 research institutions throughout Europe with faculty who are interested in incorporating American undergraduates into their research projects on a full-time basis.

Penn State provides undergraduates with many international internship and research opportunities. Through the CLA, students can be matched with specific projects affiliated with the Partnership for International Research and Education program. College of Nursing students have uniquely-designed study abroad opportunities for nursing experience in Ecuador, Hong Kong, South Africa, Sweden, and Honduras. The Schreyer Honors College offers service-learning opportunities and financial support for international travel and research, including the Ambassador Travel Grants and the International Thesis Research Grants, each of which offer between \$2,000 and \$4,000. Additionally, Penn State is a member institution of the Committee on Institutional Cooperation (CIC) – a consortium of 15 universities from the Big Ten and the University of Chicago – which offers a network of study abroad affiliations for programs in Africa, the Americas, Asia, Europe, the Middle East, and Oceania. Currently, the pool of study abroad offerings includes programs at more than 70 locations worldwide.

2.B.3. Access to Study Abroad and Language Programs Sponsored by Other Universities.

Each year, approximately 10% of Penn State's study abroad students participate through affiliated programs. For instance, Penn State Science has affiliations with universities in England, Ireland, Singapore, Australia and New Zealand. Penn State has approved over 200 such

programs, which guarantee financial aid and credit transfers. Students benefit from numerous study abroad alliances, including the CIC's Alliances for Expanded Study in Overseas Programs, the Institute for the International Education of Students, and the Council on International Educational Exchange. See §4 of this application for a list of program affiliations.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1. Courses in Non-Language Disciplines and Area Coverage. Table 3.1 summarizes select Penn State non-language global studies undergraduate courses pertaining to our areas of focus.

Subject	Total #	Humanities	Arts	Social Sciences
TOTAL non-language courses	121	77	22	22
Africa	7	4	1	2
Arabic	1	1		
Asia	6	5	1	
Caribbean	1	1		
China	3	1	1	1
Egypt	2	1	1	
Europe	30	17	11	2
India	2	2		
International	53	31	6	16
Islamic History	4	3	1	
Israel	4	3		1
Middle East	3	3		
Near East	5	5		

3.A.2. Availability of Global Studies Courses in Professional Schools.

All Penn State students, including those in the professional schools, take 45 credits of General Education distributed across the natural sciences, social sciences, arts and humanities, and essential skills. Global studies courses are available to the students in the professional schools either as general education and

international cultures courses, or as technical and free electives. In general, enrollment is not restricted except through course prerequisites and space limitations, but any course can be taken with the permission of the instructor. The undergraduate minors described in § 2.A.1 are open to all students. Two of those minors (International Agriculture and Global Health) are offered by colleges with large professional programs. The following are examples of professional school

courses with an international/ global studies focus open to graduate students in any program, with the permission of the instructor:

Table 3.2 Select Professional School Courses in Global Studies	
The School of International Affairs	
INTAF 597: “Globalization and Grand Strategy: The United States, Rising Asia, and the Persian Gulf in the 21st Century”	
INTAF 813: “International Environmental Negotiations”	
INTAF 503: “Foreign Policy and the 21st Century Global Media Environment”	
Smeal College of Business	
MGMT 561: “Global Strategy and Organization”	
I B 440: “Globalization and its Implications”	
R EST 515: “Property Rights in a Global Economy”	
College of Communications	
COMM 510: “Comparative Theories of Press Systems”	
COMM 505: “International Communication Problems”	
COMM 548: “International Telecommunications and Trade Policy”	
The Dickinson School of Law	
INTER 954: “International Commercial Arbitration”	
CRIML 970: “International Criminal Law”	
CCLAW 968: “Multinational Corporations”	
College of Nursing	
NURS 458: “Ethical Challenges in Healthcare Informatics”	
NURS 468: “Client Education Strategies for Nurses and Other Health Care Providers”	
NURS 832-4: “Doctor of Nursing Practice: Leadership”	

3.B. Depth of Specialized Course Coverage. Penn State’s greatest strengths in global studies appear in the departments that offer advanced degrees in their fields, with structured curricula addressing both breadth and depth. In the SIA, students take a broad colloquium course on current issues in international affairs, then take specialized courses offered on these topics in their second year. In the Comparative Literature graduate program, students take two years of disciplinary history and theory along with two additional foreign languages. Students then take topical courses such as media theory or transnationalism, as well as similar advanced courses in related fields such as Women’s Studies, History, and Philosophy. Penn State’s “World in Conversation” facilitates cross-cultural dialogues across disciplines in order to expand student perspectives and invite greater understanding between people locally and globally. Over 7,000 students participate each year from countries including Iran, Pakistan, and China.

3.C. Interdisciplinary Course Offerings for Undergraduate and Graduate Students.

Internationally-focused and Area Studies programs at Penn State thrive on their interdisciplinary curricula and resources. Faculty affiliated with Asian, Latin American, and African-American and African Studies, for instance, have joint appointments with other academic departments. Almost all degrees that are international in content, such as Global Health and International Agriculture, are interdisciplinary even when housed in specific disciplines.

3.D.1. Faculty Expertise. Over the last decade, Penn State faculty have become increasingly internationally engaged by virtue of their own research and scholarly interests as well as due to the impact of globalization on the way scholarship is conducted. In each of the Colleges and Schools, faculty collaborate with international partners as part of cross-border, cross-cultural teams and research alliances. In addition, faculty hiring over recent years has become more oriented towards ensuring a global focus, especially across the Liberal Arts, Business, and Law.

The Center boasts over 150 affiliated faculty members at various stages in their careers. Please see the faculty appendix for detailed information on their areas of expertise and affiliations, organized according to our initiatives. All of our lead and primary affiliated faculty are full professors; additional faculty with global interests and expertise in our proposed FLAS languages are listed in Appendix 2.

3.D.2. Pedagogy Training for Instructional Assistants. All teaching assistants (TAs) at Penn State must attend pre-semester training during which they are advised on pedagogy practices, curriculum design, class management, ethics, and cross-cultural sensitivity. Some departments (French and Francophone Studies, for example) provide a faculty mentor to supervise graduate instructors and offer professional guidance throughout the year. TAs also use online resource-sharing and discussion groups to advise on best pedagogical practices. The Schreyer Institute for

Teaching Excellence offers both online resources and in-person workshops for graduate instructors in all fields.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

4.A.1. Courses and Programs. *Overview of the Language Program:* As a graduation requirement, all B.A. degrees and some B.S. and other degrees, totaling 41% of baccalaureate degrees awarded, require 12th-credit level proficiency in a language other than English; this usually equates to three semesters⁶ and/or equivalent summer intensive study or study abroad. Penn State UP regularly offers instruction in 17 languages⁷. Majors are available in Chinese, French, German, Italian, Japanese, Russian, and Spanish, with minors available in these same languages plus Arabic, Greek, Hebrew, Latin, and Korean. In addition, master's degrees and PhDs are available in several languages. From 2002 to 2008, University-wide enrollment in basic languages grew 21% (overall undergraduate enrollment grew 4.8%). The study of languages is encouraged through numerous initiatives including: UOGP's programs abroad; the Summer Language Institute consisting of eight-week and shorter term courses; the LCTL initiative; StarTalk Arabic Academy; and the CIC CourseShare. Enrollment in the Summer Language Institute, which offers about a dozen languages, grew by 77% between 2007 and 2013 (see Table 4.4 for AY 2013-14 numbers). Penn State offers 118 study abroad programs that are specifically conducted in foreign languages.

Table 4.1 Study Abroad Programs Related to CGS-supported LCTLs				
Language	Program	Provider	City	Country
MANDARIN	Peking University (Exchange)	PSU	Beijing	China
	CIEE: Shanghai, Accelerated Chinese Language	CIEE	Shanghai	China
	CIEE: Shanghai, Accelerated Chinese (Summer)	CIEE	Shanghai	China
	CIEE: Shanghai, Business, Language & Culture	CIEE	Shanghai	China
	CIEE: Shanghai, China in a Global Context	CIEE	Shanghai	China

⁶ Language 001, 002, 003

⁷ Arabic, Chinese, French, German, Greek, Hebrew (biblical and modern), Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, and Ukrainian plus occasional offerings in Akkadian, Assyrian, Middle Egyptian, Mayan, early Germanic languages, etc.

	CIEE: Taipei, Intensive Chinese & Culture	CIEE	Taipei	Taiwan
	Chinese University of Hong Kong (Exchange)	PSU	Hong Kong	China
	The University of Hong Kong (Exchange)	PSU	Hong Kong	China
	IES: Beijing, Contemporary Issues in China	IES	Beijing	China
	IES: Kunming, Regional Development in China & SE Asia	IES	Kunming	China
	National Taiwan Normal University (Exchange)	PSU	Taipei	Taiwan
ARABIC	American University (AU) in Cairo (Summer)	AU	Cairo	Egypt
	Arabic Language	CIEE	Amman	Jordan
	Arabic Language (Summer)	CIEE	Amman	Jordan
	Diplomacy and Policy Studies	CIEE	Amman	Jordan
	Language and Culture	CIEE	Amman	Jordan
	Middle East Studies (Summer)	CIEE	Amman	Jordan
	IES Study in Rabat	IES	Rabat	Morocco
HINDI	Studies in International Development	CIC-SPA	Bangalore	India
	IES: Delhi	IES	Delhi	India

CGS-supported languages: During our second cycle, the CGS will focus on three LCTLs of global importance – Chinese, Arabic, and Hindi. We have chosen these languages for their strategic connection to global studies research and for our ability to enhance three LCTLs at distinct degrees of curricular development and institutional support. We will adopt a three-tiered agenda to 1) take a strong Chinese program and help it achieve flagship status for the region, 2) enhance support of the developing Arabic program and move it towards an undergraduate major, and 3) help a smaller language – Hindi – move towards greater course offerings. This approach builds directly into our mission of *crossing boundaries and building bridges* by enhancing the University’s commitment to three key global regions of increasing geopolitical relevance, advancing the level and content of LCTL instruction, and intersecting language instruction with research and career development. The CGS will work with the Office of Military and Security Programs (OMSP)⁸ to host career sessions that address the national need for expertise in these LCTLs and their world regions.

1. Chinese. Mandarin Chinese is the most widely-spoken language with over one billion

⁸ OMSP is a strategic initiative to position Penn State in the lead among academic institutions for military, homeland security and defense, and information operations research and technology development. Penn State received a two-year, \$1 million renewable grant to support the Office of the Director of National Intelligence (ODNI).

speakers. China is quickly becoming one of the most important markets in the world, and China's expanding role in world geopolitics is unquestioned. A working knowledge of Chinese is an asset to students interested in careers in international business, government, NGOs, or education. The first three semesters of Chinese language are consistently offered in sequence, with Chinese 001 in the fall, spring, and summer, 002 in the spring and summer, and Chinese 003 in the fall and summer. The Chinese minor requires a minimum of 18 credits while the major requires at least 35 credits of study of which at least 21 credits must be at the 400 level.

Independent and individual studies are available on demand through CHNS 296/496 and CHNS 506 respectively. Students are strongly encouraged to take at least 12 of their credits as part of a study abroad program in a Chinese-speaking location. The Chinese program has been growing steadily and is currently applying for flagship status through the Department of Defense. The department recently hired two full-time faculty and is working actively to create multi-dimensional exchanges, in particular with Nanjing University. In summer 2014, the program will pilot a summer abroad course in Nanjing taught by PSU history professor Greg Smits and open to Penn State and Nanjing students. With Title VI support, the CGS would enhance an already robust program by conducting a language trailer course, taught in Chinese, at the 400 level every year starting in Spring 2015 – and tied to courses in a range of disciplines. This program would make it possible for students to have more advanced language training and would move Penn State closer to achieving flagship status in Chinese instruction.

2. Arabic. A major world language, modern Arabic includes Modern Standard Arabic (MSA), the international form that is widely taught and used for public and official communications, and the colloquial or spoken Arabic of African countries such as Egypt, Libya, Tunisia, Algeria, and Morocco. Penn State's minor in Arabic provides students with a solid working knowledge of

modern Arabic language, cultures, and societies. Students undertake three years of language study⁹; education abroad can be included. Independent studies are available through ARAB 296/496. Fall and Spring semester courses (total enrollment of 225-250), are supplemented by offerings in the Summer Language Institute, where we offer the first two years (001–110) in intensive mode, along with the federally-funded StarTalk Arabic Academy that provides high school students and other under-served students with a comprehensive, credit-bearing version of Arabic 001 which includes classes, immersion activities, and individualized peer-to-peer videoconferencing with Arabic-speaking students in Morocco. In Summer 2013, Penn State successfully piloted a week-long language and cultural immersion program in Morocco in conjunction with Summer Arabic 001 and 003. Penn State has shown significant commitment to advancing the study of Arabic language and culture: a tenure-line faculty Arabist in Comparative Literature was hired in 2013 and a 2-year ODNI grant includes funding for instructor wages and student scholarships for Arabic (approximately \$46,350 in Summer 2014). Title VI will enable the Arabic program to move towards the development of a major by providing steady support for an additional course each year during the four-year cycle.

3. Hindi. The Hindi program was started in 2010. Penn State currently offers three semesters of language instruction with a fourth semester available based on student interest. Each course attracts 10 - 20 students with non-Hindi speaking heritage students making up approximately 50% of the class. The University is currently heavily promoting Hindi language training within relevant fields such as engineering, science, information technology, business, and agriculture. Title VI funding would enable Penn State to consistently offer a fourth semester of language study in the spring (2015 and 2017) and work towards developing a minor.

⁹ Arabic 001 and 002 in the first year; Arabic 003 and 110 in the second year; Arabic 401 and 402 in the third year. More advanced Independent Study is also available. The instructional focus is on MSA along with a strong commitment to language awareness in more than one colloquial form.

Table 4.2 Why Hindi at Penn State?

- Hindi is the fourth most spoken language in the world (according to ethnologue.com) and the official language of India. India plays a major role in South Asia; learning Hindi opens up opportunities for students looking to do business, non-profit work, or careers with political organizations.
- Hindi is one of the 13 critical needs languages identified by the U.S. Department of State.
- Around 300 million people speak Hindi as native speakers and another 200 speak Hindi as a second language. By 2030, India is expected to overtake China as the world's most populous nation.
- In their basic form, Hindi and Urdu are often considered to be the same language written in different scripts. Given their common vocabulary and grammar, one can learn both very easily (reference: ethnologue.com).
- India is one of the world's fastest growing economies and is one of the world's biggest exporters of commerce, business, digital media, and other information based technologies. In addition, its large market presents an important opportunity for United States companies to sell their goods and services in India.
- There are three student organizations at Penn State that focus on India and South Asia: Indian Graduate Students Association, South Asian Students Association and Association for India's Development. There are an estimated 810 native Hindi speakers in the State College area.
- Penn State's India GEN is robust with a number of partnerships in process. MOUs have been signed between Penn State and the University of Pune as well as with Indian Institute of Technology (Madras).
- Penn State's Asian Studies program is expanding interest in India and Hindi as demonstrated by the hire of a tenured professor who works on Indian history. CGS support will advance and solidify these initiatives.

4.A.2. Enrollment. As shown in Tables 4.3 and 4.4, enrollment in language courses varies

Table 4.3 2013-14 Student Enrollment		
Language	Total Undergraduates	Total Graduate Students
Arabic	327	4
Chinese	627	2
French	1786	97
German	1044	60
Greek	23	2
Hebrew	52	0
Hindi	38	0
Italian	1189	7
Japanese	472	7
Korean	227	7
Latin	105	1
Portuguese	53	0
Russian	332	11
Spanish	6628	68
Swahili	17	0
Turkish	8	3
Ukrainian	110	5

greatly according to student type and course level with higher enrollment in the lower level sequence of language courses (001-003). Penn State is committed to offering both lesser taught languages as well as more commonly studied ones. LCTLs in high demand at Penn State include Arabic, Chinese, Japanese, Korean, and Russian.

Table 4.4 2013-14 Summer Language Institute Enrollment by Student Level				
Course Number	Undergraduate	Graduate	High School	TOTAL
ARAB 001	17	1	12	30
ARAB 002	12	1	0	13
ARAB 003	4	0	0	4
ARAB 110	5	0	0	5
ARAB 299	5	0	0	5

CHNS 001	2	0	1	3
CHNS 002	10	0	0	10
CHNS 003	6	2	0	8
CHNS 410	6	0	0	6
CHNS 411	7	0	0	7
FR 001/051	21	6	0	27
FR 002/052	21	6	0	27
FR 003/053	27	5	0	32
FR 201	0	5	0	5
FR 202	0	5	0	5
GER 001/051	9	6	0	15
GER 002/052	13	9	0	22
GER 003/053	13	5	1	19
GER 201	0	3	0	3
IT 001/051	7	0	0	7
IT 002/052	13	1	0	14
IT 003/053	17	1	0	18
IT 197A	2	0	0	2
JAPNS 001	5	0	0	5
JAPNS 002	11	0	0	11
JAPNS 003	4	0	0	4
JAPNS 110	7	0	0	7
JAPNS 410	4	1	0	5
LATIN 001/051	6	3	0	9
LATIN 002/052	3	2	0	5
LATIN 003/053	2	2	0	4
RUS 001/051	7	0	0	7
RUS 002/052	9	0	0	9
RUS 003/053	8	1	0	9
SPAN 001/051	38	3	1	42
SPAN 002/052	41	4	1	46
SPAN 0031/053	46	4	1	51
SPAN 100	4	0	0	4
SPAN 110	10	0	0	10
SPAN 215	4	0	0	4
SPAN 253W S601	3	0	0	3
SPAN 410	4	0	0	4
SPAN 412	10	0	0	10
SPAN 414	4	0	0	4
SPAN 413	2		0	2
TURK 001/051	3	1	0	4
TURK 002/052	3	1	0	4

TURK 003/053	2	1	0	3
TOTAL	457	79	17	553

4.B.1. Levels of Language Training. Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish are taught at the advanced level; Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian and Spanish also offer advanced literature courses. Penn State offers Korean, Polish, Serbo-Croatian, Swahili, and Ukrainian at the intermediate level.

4.B.2. Courses in Disciplines Other than Linguistics and Literature. A substantial number of content driven courses delivered in the native language are available across the language curriculum. Courses in Arabic, French, Chinese, German, Greek, Italian, Japanese, Latin, Polish, Portuguese, Russian, and Spanish focus on culture or history and are taught in the native language. As the Chinese program moves towards flagship status, we will see more courses in disciplines outside of the humanities.

Table 4.5 Courses in Disciplines Other Than Linguistics & Literature		
Language	Course #	Course title
French	FR 407	Business Writing in French
	FR 408	French-American Business Translation
	FR 409	Commercial and Technical Translation
German	GER 008	Introduction to Business German
	GER 208Y	Intermediate Business German
	GER 308Y	German Business Communication
Spanish	SPAN 105	Elementary Spanish I for Students in the Agricultural
	SPAN 106	Elementary Spanish II for Students in the Agricultural Sciences
	SPAN 197A	Medical Spanish: Health Issues and Cultural Awareness
	SPAN 197B	Spanish in the Media
	SPAN 305	Spanish for Social Services
	SPAN 420	Spanish for Business and International Trade
	SPAN 497A	Contemporary Youth Cultures in Latin America
	SPAN 497C	Latino Culture en Español

4.C.1. Faculty and

Instructor Requirements/

Pedagogical Distinctions.

Language faculty are selected and supervised by the relevant foreign language department. Students have additional opportunities for interaction with native language speakers

through conversation groups, coffee hours, and other extracurricular activities. Arabic and Chinese are typically staffed by doctoral students in a language-related field. For Arabic, the

CGS will continue to apply for the Fulbright Foreign Language Teaching Assistant (FLTA) grant which, for three years, has enabled us to expand the Arabic program by supporting a visiting graduate student in an assistantship position. With Title VI funding, we would be able to supplement staffing for all three LCTLs as previously described.

Penn State has a large pool of tenured/ tenure-track and non-tenure track faculty and instructors teaching foreign languages. Non-tenure track faculty and instructors are generally responsible for language instruction at the 001-003 and 100 levels while tenure-track faculty teach 200 level courses and above. Table 4.6 highlights the 2013-14 situation.

Language	# of Non-Tenure-Track Instructors	# of Tenure Track Faculty
Arabic	2	0
Chinese	9	2
French	6	12
German	4	8
Greek	0	2
Hebrew	1	1
Italian	11	2
Japanese	4	3
Korean	2	0
Latin	0	2
Portuguese	1	0
Russian	2	3
Spanish	38	14
Swahili	1	0
Turkish	2	0
Ukrainian	0	1

4.C.2. Professional Development for Language

Faculty and Instructors. At the beginning of the academic year, all incoming graduate teaching assistants and part-time instructors are expected to attend a mandatory orientation session organized by the faculty supervisor for each language department. All new TAs are also required to take a one-credit 602 pedagogy course in the fall. TAs can receive subsidies to attend summer workshops run

by CALPER which address current concepts in research, assessment, and pedagogy. In the past two years, lecturers also have been supported by the UOGP's Global Funds program, which funds travel abroad to work with institutions that serve Penn State undergraduates.

The performance of language instructors is evaluated annually in three ways: (1) through student assessments of the effectiveness of teaching; (2) through instructors' self-reports; and (3) through a written evaluation by the department head or other immediate supervisor. Full-time

faculty are encouraged to attend ACTFL or other conferences for professional development; the current lead Arabic instructor attended a StarTalk post-program conference last Fall as well as the planning conference for the Summer 2014 StarTalk program. Starting in AY 2014-15, the CGS will fund LCTL conference travel for the Hindi instructor (AP).

4.D.1. Performance-Based Instruction. The School of Languages and Literatures is committed to performance-based methods and outcomes in the context of the World-Readiness Standards for Learning Languages whose most recent report (*Standards for Foreign Language Learning in the 21st Century*, 3rd ed., 2006) was expanded to include standards for Arabic. The interrelated emphasis on the five goals of communication, communities, comparisons, cultures, and connections (the 5 C's concept) reflects the concept of language pedagogy initially identified in the 1993 federally funded initiative to "educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad."

4.D.2. Adequacy of Resources. Penn State's language facilities and campus-wide educational technology infrastructure support language teaching at every level. All of our language courses are multimedia-enhanced and performance-oriented. Class size ranges from 10 to 22 and averages 19 in the lower levels of instruction and from 7 to 35 at upper levels, where it tends to be highest for film courses and lowest for writing courses.

All classes have individual, online class management websites (ANGEL) where teachers can post video, audio, and text materials; ANGEL also streamlines homework and provides an online forum for class discussions. The technology classrooms, with a multimedia podium and projection screen, and classrooms with individual student computers are available to all faculty. SCOLA (international satellite television programming) is available throughout campus; foreign-language newspapers are available online and in the University Library. Numerous language and

cultural clubs, like the Indian Graduate Student Association, South Asian Student Association, and the Arabic Study Group, engage students both socially and intellectually.

4.D.3. Language Proficiency Requirements. *Undergraduate Degree Requirements.* Students who have studied a foreign language within four years immediately before admission to Penn State may enroll in that language for credit based on the number of Carnegie units¹⁰ prior to admission. If a period of four or more years has elapsed between a student's graduation from high school and admission to college, s/he may be eligible to enroll in level 1 of the language studied in high school.

Forty-one percent of all baccalaureate degrees at Penn State require twelfth-credit proficiency in a foreign language to graduate; this includes all Bachelor of Arts degrees, all IST majors, and all Smeal College of Business majors. Students with majors in a language typically must complete 36 credits of study, 24 of which must be taught in the target language. Minors typically must complete 19 credits, all in the target language.

Graduate Degree Requirements. Select graduate programs require foreign language proficiency when there is an important benefit to students and is appropriate to the field. See Table 2.3 for information on language requirements for select globally-focused graduate programs.

5. STRENGTH OF LIBRARY

5.A.1. Library Holdings. Penn State University Libraries rank eighth among North American research libraries, based on the Association of Research Libraries (ARL) Library Investment Index Rankings for 2011-12 reported in the *Chronicle of Higher Education*. PSUL spends approximately \$20 million annually on acquisitions. There are 6,363,000 volumes in our collection along with 316,913 electronic books, 676 online databases, and approximately

¹⁰ A Carnegie "unit" refers to one course level of a foreign language — French 1, French 2, French 3, etc. — equivalent to one year of study and accredited as such by the school.

105,000 serials. Last year, PSUL's circulation was 412,243. With professional faculty of 168 FTE, PSUL handled over 85,211 reference transactions. One of the key missions of the library has been to acquire one of the strongest international documents collections in the country.

Despite heavy federal budget cuts, the CGS has provided a steady commitment of \$2,000 annually towards the purchase of materials to support Islamic Studies, the Turkish language program, and the Arabic minor at Penn State. The CGS enhanced its contribution to PSUL in 2011, when it received a \$1,000 grant from the Consortium for Educational Resources on Islamic Studies (CERIS) at the University of Pittsburgh to purchase materials for Islamic Studies.

Students and faculty make extensive use of the library's Islamic Studies holdings. These materials both help Penn State maintain its reputation as a major institution for studying religion and help the University attract and retain exceptional students and faculty in this area. The collections provide both primary texts and secondary sources on the history, religion, art, sociology, and political thought of the Islamic world from the earliest time to the present. Of particular use to current and future scholars are resources dealing with Islamic approaches to issues relating to gender, sexuality, law, international affairs, and interfaith relations.

The majority of materials are in the Arts and Humanities Library, although relevant works can be found in most UP subject libraries and at most campus libraries. Regardless of where they are housed, most resources are available at any Penn State location as well as to scholars outside Penn State through interlibrary loan. Because PSUL collects Islamic Studies materials at the advanced research level, holdings include a wide range of formats, media, and languages.

5.A.2. Institutional Financial Support for Acquisitions and Staff. Penn State remains dedicated to the development of our libraries, as demonstrated by the University's commitment to keep funding steady despite the recent economic downturn. Indeed, material acquisitions are

specifically exempt from potential funding cuts. The library has a series of foreign area studies librarians including ones who focus on African Studies, Asian Studies, International Affairs, Latin American, Caribbean, and Latina/o Studies, Slavic Languages and Literatures, and Middle East Studies. One of the library's goals has been to find innovative ways to support our World Campus, Continuing and Distance Education students via electronically available materials, including materials from Project MUSE, JStor, our Digital Resources Center, and via our Library Distance Learning delivery program.

5.B. Access to Materials via Cooperative Arrangements and Inter-Library Loan. PSUL has one of the strongest and most active ILL systems in the country, and we grant the same access to materials for undergraduates as we do for graduate students and faculty. In 2011-2012, PSUL filled 40,283 requests from other libraries. Important consortia memberships are the Center for Library Initiatives within the CIC, the Pennsylvania Academic Library Consortium, and Lyrasis. Through these we enjoy reciprocal borrowing, support for consortia licensing of electronic resources, and programs for the advancement of scholarly communication ventures. CIC joins Penn State together with our Midwest peer research institutions and has enabled us to become participants in the Google Book Scanning project. We also are members of the Center for Research Libraries and the Association of Research Libraries.

6. QUALITY OF STAFF RESOURCES

6.A.1. Qualifications of Faculty and Staff. The CGS will continue to be led by a director and managed by a full-time associate director. The director (a tenured full professor) and the associate director will coordinate the CGS's outreach activities. The CGS will also receive staff, event, and budgeting support from an administrative assistant as well as from the 13-person administrative staff grouping of Penn State's School of Languages and Literatures.

The Center's director, Dr. Sophia McClennen, is an established scholar in the fields of globalization, human rights, and media studies. She has published 8 books and over 50 articles; she serves on 10 editorial boards and on executive committees for three scholarly associations. She has conducted research on education and international area studies, with particular attention to how multidisciplinary approaches enhance understanding of global issues. She teaches courses in cultures of globalization, human rights, cross-cultural conflict resolution, global media, the cultures of displaced peoples, cultural trade policy. Her general education course, "Human Rights and World Literature", sees consistently high enrollments. Her courses in International Affairs focus on the connections between culture and globalization. She was the recipient of a Fulbright Research Chair in Globalization and Cultural Studies in Canada in 2005.

Associate Director Sarah Lyall-Combs has managed the daily operations of the CGS since 2011 and has developed the Center's outreach programs. She oversees several outreach programs at Penn State including the CGS's global careers workshops with professional schools, graduate lecture series, and undergraduate internship program. Ms. Lyall-Combs holds a Master of Arts in French and has experience teaching undergraduate courses in the U.S. and France.

Overall, faculty associated with global studies and international affairs at Penn State have a long record of achievement and extensive publications. For example, Professor Tiyanjana Maluwa, who will lead the CGS's Social Justice project, is the H. Laddie Montague Chair in Law, the Associate Dean for International Affairs at Penn State Law¹¹, and Director of the School of International Affairs. He worked as the legal counsel for the African Union and as the legal adviser to the Office of the UN High Commissioner for Human Rights. Richard Alley, Evan Pugh Professor of Geosciences¹² and Nobel Prize recipient will direct the Sustainability

¹¹ Penn State's Law School ranked number 51 in the nation (2014 *U.S. News & World Report*)

¹² PSU's Department of Geosciences is ranked the 6th best graduate Earth Sciences program in the nation

project; he has served on numerous national advisory panels and steering committees on climate change. Global ethics research team leader Sarah Clark Miller is associate director of the Rock Ethics Institute and an expert on global ethics, ethical leadership, and ethical cosmopolitanism.

Reham Aly Mostafa has been an instructor and curriculum developer for Arabic language instruction (levels 100-400) since 2010. An expert in Egyptology and an ABD doctoral candidate in Art History, Reham has developed intersections between language and cultural instruction for semester-long and summer intensive courses. She has trained teachers for the StarTalk Academy, and most recently presented at the 2013 National Council of Less Commonly Taught Languages annual conference. Hoda El Shakry is an assistant professor of Comparative, Arabic, and African Literatures. Her scholarship traverses the fields of modern Arabic and Francophone North African literature, Islam and secular criticism, postcolonial studies and narrative theory. For more information on these and other affiliated faculty, see Appendix 2.

Table 6.1 Lead and Core Faculty Participants		
CGS Theme	Lead Faculty	Core Participating Faculty
Social Justice	Tiyanjana Maluwa	Gabeba Baderoon, Rosemary Jolly, Sam Richards, Randall Robinson
Sustainability	Richard Alley	Ted Alter, Shridar Anandakrishanan, Khanjan Mehta, Denice Wardrop
Ethical Leadership	Sarah Clark Miller	Jonathan Brockopp, James Houck, Jonathan Marks, Nancy Tuana
Global Intersections	Sophia McClennen	Michael Adewumi, Suresh Canagarajah, John Kelmelis, Melissa Wright

6.A.2. Professional Development Opportunities. Penn State has a strong commitment to the on-going professional development of its faculty. Since 2002, Penn State's College of the Liberal Arts has funded 46 diversity- or international-related research projects internally for \$345,000, and has provided support for 44 externally funded projects totaling \$17.7 million. The CLA offers significant research support, including packages of \$10,000 to new tenure track faculty to support travel and costs associated with book publication. During 2013-14, approximately 16

(2014 *U.S. News Best Graduate School*).

such tenure track startup funds were awarded through the CLA alone. The CLA also offers incentive programs and significant staff support to faculty who apply for external grants. All newly hired faculty receive a one-semester teaching release to support research; Penn State faculty are eligible for sabbatical leaves every seven years. Additional awards and fellowships are available through the UOGP and Penn State's Institute for the Arts and Humanities. The CGS also offers early career development awards to newly hired faculty to help seed international research, which they then present to the college community. To date, we have awarded a total of \$57,300 in research funding to 33 ABDs and six junior faculty.

Penn State faculty are also eligible for extended grants for research, as well as a \$5,000 Seedling Grant awarded each year through the Asian Studies program to support collaborative Asia-related research projects. Support for faculty innovation across campus comes from a variety of sources, including the CGS, the Confucius Institute, CALPER, the Institute for the Arts and Humanities, and the Schreyer Institute for Teaching Excellence. These programs offer grants and/ or teaching releases for team-teaching, for learning and outcomes assessment, for pedagogical development, and for projects focused on pedagogical research programs. Also, LaMarr Kopp International Achievement Awards are given as recognition of those at Penn State who make extraordinary contributions to the advancement of the international mission of the University.

6.A.3. Commitment to Students. Generally speaking, tenure-line faculty at Penn State's UP campus teach two courses a semester and are expected to devote approximately 30-40% of their working time to teaching, including advising, independent studies, the supervision of undergraduate and graduate theses, doctoral dissertations, and graduate student committee involvement.

One of the most exciting aspects of the faculty-student interface involves embedded learning experiences abroad that create a seamless connection between the traditional classroom and foreign cultures through focused fieldwork on a short-term project basis. An excellent example of this is the HESE program and Professor Khanjan Mehta's "Projects in Humanitarian Engineering" interdisciplinary course which challenges students and faculty to truly collaborate on developing technology-based solutions to problems facing resource-constrained communities. Mehta has led technology-based social ventures in Kenya, Tanzania, India, China and other countries. See § 2.A.1 for more information on HESE.

6.B.1. Program Oversight. The CGS has formulated three evaluative boards to oversee and provide feedback on its programs and activities; these board members, who include Penn State faculty and administrators and K-12 educators advise the CGS within the broader framework of Penn State and the region. Representatives from five different colleges, two administrative units, two Title VI programs, two on-campus institutes, and two K-12 institutions are among the board members ensuring a diversity of viewpoints. Please refer to Appendix 2 for profiles of board members.

6.B.2. Staffing for Administration and Outreach. CGS will continue to be supported administratively by a full-time associate director and an administrative assistant. In addition, the staff members in the School of Languages and Literatures will backstop the CGS on an as needed basis. These staff members assist the CGS directors on such things as visa issues, event planning, student affairs, financial management, and budgeting. CGS also will be supported by a half-time graduate student Program Assistant, who will be a fluent speaker of at least one foreign language; this student will assist in program administration and communication, and support research and pedagogy projects. Staffing for the CGS has been highly efficient, with the

successful support of over 100 events annually, LCTLs, research, awards, career services, and more handled by only two full time administrative staff members. Undergraduate student interns and shared support by staff in sister units have made this degree of activity possible.

6.C. Non-discriminatory Employment. Each academic unit, as part of the University strategic planning process produces a separate diversity plan as part of the *Framework to Foster Diversity at Penn State, 2010-2015*. Each unit develops specific policies and programs to achieve a set of predefined objectives including to *Recruit and Retain a Diverse Workforce*. All programs make use of connections with disciplinary bodies and other universities to taking advantage of, for example, our networking system to work closely with students from the CIC, McNair Scholars, and Sloan Scholars, to inform prospective PhDs about post-doctoral, research and faculty positions. The University has recently joined the Higher Education Recruitment Consortium (HERC), a national organization that will facilitate Penn State’s ability to attract talented and diverse individuals.

7. OUTREACH ACTIVITIES

The Center for Global Studies, Penn State’s only federally-funded and internationally-focused unit, supports research, teaching, **and** outreach in global studies and, as such, continues to enhance global studies throughout the Penn State, local and K-12 community. At Penn State, our varied initiatives and programming have reached faculty, staff, graduate and undergraduate students. In outreach, the CGS serves as a source of cultural programming to the general community and to area K-12 schools. Table 7.1 highlights the Center’s diverse outreach:

Table 7.1 CGS Outreach Activities		
Outreach Focus	Program Content	Scope
Elementary & Secondary Schools	<ul style="list-style-type: none"> CGS K-12 teacher training workshops including the “French Headscarf Law” with Pittsburgh’s NRC, “Teaching Japan” with Japan Foundation, “Developing Content-based Thematic Units to Enhance Curricula” conducted with PSU’s LRC 	Pennsylvania /National

	<ul style="list-style-type: none"> • Curricular materials developed for the Center available via the CGS web site • Curricular materials developed by CERIS for K-12 educators – http://www.cerisnet.pitt.edu/resources • CGS intern-led weekly after-school clubs at the K-8 Young Scholars of Central Pennsylvania Charter school • On-site in-service training on global competency for K-12 educators • Cultural showcases at local schools (e.g. Chinese New Year, Mother Language Day, Turkish Night, Touch of Culture) 	Global Global Regional Regional Regional
Post-Secondary Institutions	<ul style="list-style-type: none"> • Scholarly lectures to the Penn State and general community • Academic conferences • Pedagogical support for global education, especially in sustainability • Undergraduate internship program • Student-organized events • Scholarly lectures by graduate students & early career professors • Global careers workshops with professional schools – School of International Affairs, Law School, & Smeal College of Business • Global career panels with FBI, NCIS, and CIA • Conferences on global educational advising • Student-organized cultural or literary events at Penn State • Global studies research conferences • Scholarly lectures, conferences, & film screenings, with CERIS • Curricular materials developed by CERIS for post-secondary educators 	Regional International Regional Regional Regional Regional Regional Regional National Regional International OH, PA, WV Global
Business, Media, & General Public	<ul style="list-style-type: none"> • World on Trial “French Headscarf Law” broadcast on PBS (available on YouTube) with Center-created teaching materials • <i>World Stories Alive!</i> foreign language story time series for children ages 3-8 • Cultural booth at local fall festivals • Film screenings and international film festivals at local theatre and on campus • Scholarly lectures open to the public 	Global Regional Regional Regional Regional

The community at large is kept well-informed of CGS events and activities through the Center’s monthly newsletter, weekly listserv announcements, social media (Facebook, Twitter, and Flickr), and press releases. Together with publicity in our local *Centre Daily Times*, *Town and Gown*, *Daily Collegian*, and *Penn State Live*, CGS events have also been broadcast via radio most notably for our foreign language story time series *World Stories Alive!* which reached a total of 463 community members in its inaugural year (2012). See Table 1.2 and Appendix 3 for a summary of our outreach activities during our second cycle.

8. PROGRAM PLANNING AND BUDGET

8.A. Proposed Activities and Goals. Title VI funding will be used to carry out the CGS's mission of enhancing global studies at Penn State, in K-12, and the local community. The globally-oriented activities, programs and projects, and related initiatives supported fall into two broad categories: 1) foundational; and 2) thematic. The foundational aspects emphasize the bolstering of the critical languages Chinese, Arabic, and Hindi (**GPRA measures 1-4**) as well as organizational and outreach capabilities to be sustained over time; the thematic initiatives are focused on four core themes – Social Justice, Sustainability, Ethical Leadership, and Global Intersections – and they largely define the substantive academic content and focus of the activities of the CGS.

Foundational funding focuses on creating the academic opportunities and building the support network necessary to enhance and sustain global studies at Penn State and beyond. One of the key areas around which we plan to create a more substantial foundation deals with foreign language instruction. With NRC support, we will build directly into our mission of *crossing boundaries and building bridges* by enhancing the University's commitment to three key global regions of increasing geopolitical relevance, advancing the level and content of relevant LCTL instruction, and intersecting language instruction with research and career development.

Another way we believe that we can garner sustained faculty and student interest is to create greater awareness of unique opportunities and situations around the world. With input from the Hindi instructor and the India GEN, we plan to build meaningful partnerships with universities in India that will offer Penn State language and cultural immersion programs as well as research collaboration.

Outreach is a key aspect of academic life on the Penn State campus. One main CGS goal is to

further globalize our outreach activities. The CGS will support outreach in the following areas:

a) hosting K-12 teachers workshop for each of the core themes, the LCTLs, and the region where these LCTLs are spoken; b) support the development of K-12 curricular materials; c) enhancing global studies programming for K-12 students; d) support LCTL workshop attendance for a Hindi instructor; and e) hosting a series of all-PSU conferences and workshops on innovative practices for internationalizing the curriculum at all Commonwealth campuses and in particular, the four that fall under the Department of Education's definition of "community college." In addition, we will use this grant to support a Summer Institute on LCTL training – in conjunction with Penn State's Title VI LRC – for K-12 teachers and university level teaching assistants.

The CGS will also serve as an important vehicle for a variety of intra-university, globally-oriented activities. One of the most important of these activities will be a series of daylong workshops for Penn State faculty and staff across the Commonwealth on internationalizing the curriculum. The workshops will address three key parts: the University-wide goal of curriculum internationalization; best practices using colleges/campuses that have successfully infused international themes into research, teaching, and service; and an examination of innovative practices in a variety of classroom settings. This workshop will be used to identify new curricula initiatives that might be launched as a result of collaboration.

The workshops will be joined by two other types of intra-university programming. First, we will conduct a series of "global career talks" on campus to address the national need for study of LCTLs and the regions where these LCTLs are spoken (**HEA**). These workshops, conducted in collaboration with the Office and Military and Security Program at Penn State, will open up new vistas for students as they prepare for future careers in government service.

The last component of our foundational activities addresses the need to further grow and

deepen our campus-wide range of global library materials and related supplies. The focus of the proposed acquisitions will not be simply for books, but also “new media” including videos, DVDs, and software packages that will support research in the core themes as well as language and culture programs in our selected LCTLs.

Thematic Funding will define the intellectual content and academic focus of the CGS. These research themes were selected based on two considerations: 1) their presence as part of Penn State’s institutional mission and academic initiatives; and 2) the salience of these topics in terms of the evolving global agenda. Leveraging the expertise of the core faculty involved, we believe that each of the four designated subject areas will serve as intellectual platforms as well as catalysts for enhancing the discourse and exchange of ideas about the broad implications of globalization for our society in the 21st century.

Each of the thematic multidisciplinary initiatives will share a basic core structure regarding use of NRC funding. Each unit will bring together several senior and junior faculty members in the form of a core interdisciplinary team of scholars and educators. Using academic colloquia, public lectures, and seminars, they will organize an annual series of gatherings that will provide for an on-going dialogue about the core issues relevant to the theme’s focus. And in order to *cross boundaries and build bridges* each research team will partner with the College of Education to offer pre and in-service teachers a training workshop on how to effectively bring these core research themes into the K-12 classroom.

Social justice has built momentum at Penn State as a core area of research and teaching. The CGS initiative will be dedicated to ensuring that social justice is understood as a global project with local impact and global implications. Heading this initiative is Tiyanjana Maluwa, Director of the School of International Affairs and H. Laddie Montague Professor of Law. Maluwa

previously worked as legal counsel for the African Union and the UN High Commissioner for human rights. At Penn State he has played a major role in advancing “World on Trial,” a collaboration between Penn State Law, the School of International Affairs, and Penn State Public Broadcasting, which presents a sharply contested human rights issue to an international jury for consideration. Another core member, Sam Richards, has developed the program “World in Conversation,” a program that links students to counterparts across the globe as they discuss and debate key social issues. This program is currently under consideration by NATO for training purposes. Another core member, Suresh Canagarajah leads the migration studies project. In addition to leveraging the research innovations that will derive from joining these various initiatives, CGS funding will be aimed at globalizing social justice in teaching and research at PSU by offering a series of events that recognizes that contemporary advocacy for social justice requires global perspectives.

Penn State’s vision is to embed sustainability as a fundamental value at the University through the development of sustainability literacy, solutions, and leadership. As a sign of its commitment to sustainability, the University founded the Sustainability Institute in 2013. The Institute has a three-pronged goal of “learn, live, lead” and it encourages innovative sustainability projects through its “reinvention fund,” which in 2013-14 awarded \$875,000, \$102,884 of which was for student-led projects. Led by Nobel Prize winning climatologist, Richard Alley, the CGS research team will focus on highlighting the need to understand sustainability as a global challenge that requires cross-cultural awareness. The team will also work to advance the notion that sustainability requires building collaborative research groups that have scientific knowledge alongside expertise in global perspectives, international policy, and geopolitical dynamics.

The CGS research initiative in ethical leadership involves a partnership between the CGS and Penn State's Rock Ethics Institute. The Rock promotes ethical awareness and inquiry across the University, and in the public and professional sectors, through a three-fold emphasis on teaching, research, and outreach. The research team led by Rock Associate Director, Sarah Clark Miller, will focus on ethical leadership in a global context and will build off of existing Rock projects. In particular, the Rock has recently received University support to partner with departments in making twelve tenure-track appointments across an array of academic disciplines over the next three years in an effort to launch Penn State as a leader in interdisciplinary ethics research and ethical literacy. Our goal is to ensure that one-third of the hires have global studies research agendas. With funding from CGS, the new hires in global ethics will have additional support to engage with a vibrant research team at PSU and our support will advance global ethical leadership as a core mission of the Rock.

The fourth research theme, global intersections, is dedicated to supporting our motto of *crossing boundaries, building bridges* by supporting events, research projects, and academic collaboration that recognizes that social justice, sustainability, and ethical leadership are interconnected concepts. Only truly meaningful cross-disciplinary research and teaching can hope to address these global challenges. Led by CGS Director, Sophia McClennen, who works across many of these fields, this research collaboration will host at least one major annual event per year that offers opportunities for dialogue and debate about these issues. In addition, she will coordinate specific research-intensive activities that can improve the ways that these issues are discussed in the public. The goal will be to advance knowledge of these pressing global issues while making those advances accessible to the broader public.

For each of these four themes, the CGS initiative will bring top researchers from across PSU

together so that they can share insights, collaborate on future projects, develop partnerships with colleagues nationally and internationally, and translate their research into classroom activities that can be used by K-12 teachers.

8.B.1. Development Plan. Please see the Appendix 3 for the CGS development plan.

8.B.2. Effective Use of Resources and Personnel. Title VI resources will leverage significant contributions across the Penn State campus, perhaps most clearly when it comes to the four thematic areas and the various core faculty who will be supported entirely by Penn State during the grant period. In a number of other cases commitments have already been made by either the CLA, UOGP, or CALPER to co-sponsor events. The CGS also will work together with various institutional partners, including the professional schools, the College of the Liberal Arts, and the College of Education, to co-sponsor or co-fund workshops, outreach activities, and other events, as opportunities arise over the course of the grant period.

8.C. Cost Effectiveness/ Reasonable costs in relation to objectives and scope. The CGS expressly developed this cycle's partnerships and programming with the goal of leveraging Title VI money against existing institutional support to get the most value from budgetary resources. We will conduct all programming in conjunction with other units in order to achieve common goals and to ensure the sustainability of the initiatives at the end of the four-year cycle:

Table 8.1 Collaborating Units at Penn State	
CGS initiative/ Title VI objective in parentheses	Penn State partner
LCTL training (AP/CCP2), K-12 teacher workshops (AP), curriculum development (AP)	CALPER, College of Education, College of the Liberal Arts
Government careers (HEA Supplemental)	Office of Military and Strategic Programs
LCTL instruction (GPRA measures 1-4)	Cost-share with the CLA, Confucius Institute
Internationalization of Commonwealth campuses (CCPI)	University Office of Global Programs
Research & K-12 instruction across core themes (AP):	
• Social Justice	• SIA, World in Conversation
• Sustainability	• Sustainability Institute
• Ethical Leadership	• Rock Ethics Institute

Furthermore, cost-sharing by Penn State will support 50% of salary and benefits for the Center's administrative staff, course release time for the Center Director, and significant additional staff support for visas, event planning, financial management, and budgets as well as support for language instructors.

8.D. Long-term Impact. Title VI funding will catalyze global studies at Penn State, building on all that the University has accomplished in terms of crystallizing the already significant array of internationally focused faculty, student, and library resources on the campus. Thematic faculty teams will help drive new research initiatives--building on existing faculty strengths in important fields as well as enhance the level of integration and array of bridges between departments and colleges. By the end of the grant period, we expect the curricular effects to be substantial as well, with new embedded learning experiences emerging to complement existing classroom offerings. The courses in Arabic, Chinese, and Hindi – with partial CGS funding – will expand language opportunities, allowing for new academic connections with other areas of the liberal arts curriculum and the opening up of new study abroad opportunities.

The “faculty mobility” line will help push knowledge about and interest in global issues beyond faculty who already make this their research priority; one aim is to attract younger faculty into this domain. Our enduring goal is to bring global studies into a wide variety of curricular situations in which it currently has little or no presence. Given the close linkages between town and gown that already exist in State College, we also intend to bring this enhanced level of global activities and programming to serve the interests of the local community of travelers, tourists, business people, and entrepreneurs.

Beyond Penn State, Title VI funding will produce major impact locally and statewide, as we work to build up foreign language programs in local schools, collaborate with teachers, and

promote globally oriented programs. Our colloquia and research-oriented events will bring national and international audiences to Penn State, help students prepare for careers in a complex, globalizing world, and connect local communities to the world.

9. IMPACT AND EVALUATION

9.A. Demonstrated Impact. Beyond the participation rates and the quantity and diversity of programs and activities that we support, it is important to consider the value that the CGS brings to Penn State. From the start it has been our goal to enhance and support those projects and initiatives where we have the resources –financial or otherwise – to be of assistance. One area that has shown impact has been in our efforts to bring together faculty in multidisciplinary research groups that focus on global themes. Our resources have helped these groups to sponsor conferences, support graduate research, and bring in speakers. Furthermore, with University-wide visibility, we are increasingly called on to set up lecture, film screening, and K-12 teacher’s workshop venues, serve on internationally-focused committees, provide support on event planning, and to present at different venues.

9.B. Equal Access. Every unit at Penn State, including the College of the Liberal Arts which houses the CGS, has a plan to foster diversity, which parallels the strategic planning process and addresses the challenges laid out in the University’s *A Framework to Foster Diversity at Penn State 2010-2015*. The College’s 65-page plan (<http://www.la.psu.edu/documents/diversity-plan>) includes strategies for developing a shared and inclusive understanding of diversity; recruiting and retaining a diverse student body and workforce; and developing a curriculum that fosters U.S. and international cultural competencies. Targeted recruiting in particular regions (e.g. Pittsburgh and Philadelphia as well as pipeline programs with schools and HBCUs), the prospect for degree completion and subsequent career development and placement, strong faculty

engagement, a challenging and dynamic curriculum attuned to evolving societal needs, and financial assistance are all critical for the recruitment and retention of outstanding students.

The CGS through its programming and dedication to the professional development of students and faculty is committed to diversity and equal participant access.

9.C. Comprehensive evaluation plan. In our second cycle, the CGS will adopt a comprehensive logic model evaluation plan that will draw on a variety of assessment tools to measure and demonstrate impact. Our plan is to develop tools that will provide sound quantitative and qualitative data.

1) EVENT EVALUATION. The CGS has developed a comprehensive evaluation plan to measure how effectively our programming satisfies the NRC mandate to educate and provide equal access. At the conclusion of select academic and cultural events, we will survey attendees to gauge knowledge gained; to determine how this knowledge will be used; and to assess accessibility to the event. A minimum of 10% of events per academic year will be assessed in this manner each requiring a minimum participation rate of 10%. The results will be submitted as narrative summaries which will be used to guide change and improvement.

2) K-12 OUTREACH EVALUATION. In K-12 professional development outreach, the CGS will use pre- and post-workshop evaluations (to measure knowledge gained) as well as follow-up with educators to measure the extent to which knowledge and curricular materials disseminated through/ developed specifically for the workshops were integrated into the classroom; follow-up to determine implementation will take place six months and 12 months after the workshop.

3) LIBRARY ACQUISITIONS. Despite cuts in funding, the CGS has to date spent \$9,000 on the acquisition of materials related to our LCTL and global studies priorities; this figure includes the \$1,000 grant we received in 2012 from CERIS. The majority of the materials purchased were

based on faculty and researcher requests. Some materials have been used in classes and for outreach and other programming (books on reserve, films shown in class, readings of Arabic children's literature). While this data does not show up in circulation data, it does nevertheless have a big impact.

The CGS will assess faculty and student satisfaction with the language and global studies collection through an online survey administered in the spring for a two-week period. In addition to the survey, we will work with the University's Humanities Librarian to ensure the reliability of the circulation data gathered for materials purchased using NRC funding.

4) **OVERALL EVALUATION.** The directors of the CGS will compile an annual report at the end of each NRC fiscal year to document progress in achieving the CGS's mission. Each report will highlight the progress made in achieving our NRC goals described in Table 1.2. The annual report will be evaluated by the Center's Penn State Advisory Board, Outreach Advisory Board, and Executive Committee. Our goal is to develop an evaluation tool that will enable board members to provide quantitative and qualitative feedback which will enable us to determine the value of Center association for faculty, students, and K-12 teachers.

Our evaluation plan is outlined in detail in Appendix 3 (Performance Measure Form).

9.D. Improved supply of specialists (FLAS). Moving forward, we will collect data on indices including (1) undergraduate and graduate enrollments in our FLAS languages, and (2) data on placement into positions using global training and skills, including LCTLs. To assess our earlier contributions to an improved supply of specialists, we will use Arabic as an example: total enrollment in our Arabic courses (Fall semester only) grew from 116 in Fall 2006 to 207 in Fall 2013, or a 78% gain; recent placements have included a graduate student who will become the Arabic language coordinator at United Nations headquarters in New York, supervising the UN's

Arabic instruction also in Geneva and other overseas locations. Further, in addition to collecting data, we will set performance goals for enrollments and placement going forward, and measure our success in attaining them.

9.E. National Needs and Dissemination of Information. See §8.A. and §8.D.

9.F. Addressing national needs through FLAS fellowships. To date, we have not had FLAS fellowships, but other forms of funding have supported areas of national needs. Since 2009 we have had summer StarTalk funding for increasing national capacity in Arabic, including (since 2011) a teacher-training program that is currently training our 6th cohort of 10-12 Arabic language teachers and thus addressing the national need for LCTL teachers as documented in the StarTalk/ACTFL white paper “The Teachers We Need.” Going forward, we will track placement of FLAS recipients to document the degree to which they are using their FLAS training in positions that address national needs.

10. FLAS AWARDEE SELECTION PROCEDURES

10.A.1. Advertising FLAS. The FLAS Coordinator, Dr. Caroline Eckhardt, is Director of Penn State’s School of Languages and Literatures, which includes all the modern language departments at UP. She has been a LCTL program administrator for many years and for the past six years has led the successful annual recruitment for both students and teacher trainees in Penn State’s StarTalk Arabic summer grant; each year the targets have been more than met. She will use her experience and networks to solicit FLAS applications throughout the University, including but not limited to advertising via websites, listservs, and other media. Further, publicity will be assisted by liaisons with the University’s fellowships coordinator in the UOGP, offices that represent the interests of underrepresented groups, the Schreyer Honors College, and the office of the dean of the Graduate School. We will also contact student groups in professional

fields such as the Economics Association, the International Business Association, the Health Policy and Administration club, and the Women in Engineering Program, to reach a diverse group of potential applicants from fields beyond traditional area studies disciplines.

10.A.2. Selection process timeline. Advertising: year round, with emphasis two months prior to application deadlines. Summer study: applications due January 10, committee meetings and finalist interviews during the subsequent three weeks, notification late February. Fall/Spring study: applications due February 1 of prior academic year, committee meetings and finalist interviews during the subsequent three weeks, notification March 15.

10) A.3. Awards that correspond to announced priorities. FLAS Competitive Preference Priority 1: We will give preference, when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need, as long as they show potential for high academic achievement based on a combination of (a) grade point average (especially in coursework related to their interest in the language they propose to study), (b) recommendations, (c) written statements, and where appropriate, (d) face to face interview.

FLAS Competitive Preference Priority 2: We will award 100% of the academic year FLAS fellowships for study of languages on the list of 78 priority languages selected from the U.S. Department of Education's list of LCTLs.

FLAS Invitational Priority: Hindi is the most widespread language of South Asia; Arabic is among the languages used in parts of sub-Saharan Africa (for instance, it is an official language in Chad, Somalia, and Sudan); during the grant period we hope to add Swahili, the most widely spoken African language in sub-Saharan Africa, in which we now offer the elementary sequence and a very small intermediate class.

10.B. FLAS application process. Students will an application form along with (a) a transcript

showing grade point average and list of courses, (b) two recommendations, including one from a relevant language instructor, (c) written statements describing their career plans, and their interest in the proposed FLAS language and how they plan to further pursue and use it. Those indicating financial need will include needs assessment forms.

10.C.1. Selecting FLAS fellows. Applications will be screened by a committee appointed by the FLAS Coordinator in consultation with the Director of the CGS. The committee, which will have broad faculty representation across academic fields, will make ranked recommendations to the FLAS Coordinator, who will make final decisions.

10.C.2. FLAS selection criteria. Academic achievement in relevant coursework (and relevant experiential learning such as an international internship, service learning, etc.) and the promise of further achievement will be primary criteria. Evidence will be the application materials noted above and, for finalists, committee members will conduct interviews. Additional weighting will be given to (a) students planning to study at the advanced level, (b) students whose academic trajectory and career goals clearly indicate interest in careers in which their language training will be used (e.g., government service, non-governmental organizations) and will have impact; and (c) academically strong applicants with financial need (see FLAS CPP1).

11. COMPETITIVE PREFERENCE PRIORITIES

NRC Competitive Preference Priority 1: The CGS will increase collaboration between University Park and Commonwealth campuses in Dubois, Fayette, Hazelton, and Mont Alto in a number of ways. We will: (1) host an all-PSU conference at UP every other year – starting in Fall 2014 – on innovative practices for internationalizing the classroom; (2) organize professional development workshops at a select branch campus every other year; (3) offer travel support to faculty and staff at select Commonwealth campuses to attend conferences and

workshops at UP or other Commonwealth location; and (4) support undergraduate research in global studies through poster exhibitions and undergraduate symposia for all Penn State students.

NRC Competitive Preference Priority 2: The CGS will support professional development opportunities for pre-service and K-12 teachers in conjunction with the College of the Liberal Arts and the College of Education by (1) hosting K-12 pre- and in-service teacher workshops; (2) conducting an annual Summer Institute on LCTL training and assessment with CALPER; (3) providing professional development opportunity for Hindi instructor on teaching smaller languages. For more information on how, we will meet these and other priorities, please refer to § 8 and Appendix 3 (Performance Measure Form).

FLAS Competitive Preference Priority 1: See § 10.A.3.

FLAS Competitive Preference Priority 2: See § 10.A.3.



University of Pittsburgh

University Center for International Studies
Global Studies Center

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26 June 2014

Dear Members of the Assessment Committee,

I am writing to express my strongest support for the Center for Global Studies (CGS) at The Pennsylvania State University (Penn State), as it submits its application for Title VI National Resource Center funding. Located at Penn State's main campus in University Park, the CGS is a highly competitive NRC, funded in the most recent cycle (August 2010) by Title VI support from the US Department of Education.

As Director of the Global Studies Center at the University of Pittsburgh's international studies NRC and member of Penn State's CGS Executive Board, I have found it consistently rewarding to collaborate with Penn State's Center on a number of initiatives. These have most notably included 1) a day-long K-12 teacher's workshop on the French Headscarf Law; and 2) the Consortium for Educational Resources on Islamic Studies (CERIS). In 2012, Penn State's CGS received CERIS funding to enhance its library holdings in Islamic Studies. Our directors have attended CGS symposia and conferences, most recently the Worldwide Universities Network (WUN) conference *Geographies of Power: Justice, Revolution, and Cultural Imagination*, held at Penn State last Spring (see <http://cgs.psu.edu/WUNConference.shtml>).

In the next NRC cycle (AY15-18), our Centers will partner once again. We have outlined a four-year plan during which – in Years One and Three – the University of Pittsburgh will host an undergraduate/ graduate symposium for students from both our campuses. In Year Two, Penn State will host an advising conference on encouraging international-education experiences, with particular attention to under-represented groups. In Year Four, Penn State will host an undergraduate symposium for University of Pittsburgh and Penn State students. Continued Title VI funding will enable us to further build Outreach efforts throughout Pennsylvania in areas of mutual interest to the NRC mission.

In sum, I write with the greatest possible enthusiasm for the work that Doctor Sophia A. McClennen and her staff have produced during the past four years of the previous (AY11-14) cycle.

Each time we have worked together, I have been impressed by their professionalism, dedication, and commitment to responsible, creative, and enthusiastic stewardship of NRC funds. Their work deserves support and I urge you to renew their Center for the AY15-18 cycle.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Nancy Condee', followed by a long, horizontal flourish.

Prof. Nancy Condee
Director
Global Studies Center (NRC Title VI)
University Center for International Studies
University of Pittsburgh

Director of Graduate Studies
Department of Slavic Languages and Literatures
Dietrich School of Arts and Sciences
University of Pittsburgh

PENNSTATE



James P. Lantolf
Co-Director

Center for Language Advanced
Language Acquisition Education and
Research (CALPER)
College of the Liberal Arts
814-863-7035

June 19, 2014

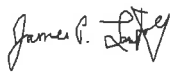
Dear assessment committee:

I am pleased to provide my support for Penn State's Center for Global Studies (CGS) NRC grant in international studies. Since the CGS was founded in 2010 with Penn State's first NRC award, the Center for Advanced Language Proficiency Education and Research (CALPER) -- Penn State's Title VI LRC -- has been an eager collaborator. In the CGS's first cycle we worked together on a series of initiatives, most notably summer teacher training workshops, symposia on LCTLs, and teacher training for Chinese instructors.

In this next grant cycle, CALPER and CGS will partner to offer annual teacher training workshops. Upcoming will be a summer institute for Chinese teachers, which allows the CGS to support teacher training in one of the LCTLs it directly supports. In this next cycle our goal is to build an even more robust connection between our centers as we co-organize annual summer institutes for language teachers.

NRC and LRC funding has helped build and strengthen our collaboration and has facilitated a number of workshops, institutes, and symposia that build on our overlapping interests of supporting teacher education, LCTL proficiency, and research on language acquisition. Funding in the next cycle will allow us to enhance our collaboration by offering a series of summer institutes dedicated to improving LCTL language instruction.

Sincerely,



James P. Lantolf, Greer Professor in Language Acquisition & Applied Linguistics
Co-Director, CALPER
Director, Center for Language Acquisition



June 18, 2014

Members of the Assessment Committee
International and Foreign Language Education
US Department of Education
1990 K St. NW, Room 6083
Washington, DC 20006-8521

Dear Committee Members,

I am very pleased to write a letter of support for the Center for Global Studies at Penn State. I have had the privilege of working closely with the center since I joined the University Office of Global Programs in 2010, first, as the Faculty Engagement Coordinator and, recently, as the Director of Campus Engagement. As the Director of Campus Engagement, I work with the leadership of twenty of Penn State's twenty-four campuses in developing strategies for international engagement, and, in this role, I've had a very fruitful collaborative relationship with the Center for Global Studies. The center's commitment to global studies, research, and other international initiatives including the promotion of less commonly taught languages at all Penn State campuses is outstanding. Also, the Center for Global Studies is currently working with the Office of Global Programs to develop partnerships with peer institutions in other parts of the world as part of Penn State's effort to become a global institution. In the fall of 2013, the Office of Global Programs organized a university-wide conference on curriculum internationalization and the success of the conference was due in large measure to the role played by the center; it continues to support our efforts to organize follow-up regional workshops at the campuses. Apart from serving as a consultant to the organizing committee, the center funded our media and publicity materials for the conference.

The Center for Global Studies works closely with the School of Languages and Literatures at Penn State to increase the number of less commonly taught languages at Penn State and the center, in collaboration with the Office of Global Programs, seeks to ensure that Commonwealth Campuses at Penn State benefit from this initiative as much as the University Park campus. Over all, working with the center has been a very rewarding experience and I strongly support its application for funding.

Sincerely yours,

Sylvester Osagie
Director of Campus Engagement
The University Office of Global Programs
Penn State University

APPENDIX 1: CGS-SUPPORTED COURSE LIST

The courses listed on the following pages represent the breadth and depth of area studies courses, international studies courses and language courses that are supported by the center. In addition to these, many other courses at Penn State also address international topics. The University faculty Senate has certified more than 1300 undergraduate courses as meeting the University's International Cultures requirement in General Education. These courses are listed at <http://bulletins.psu.edu/undergrad/generaleducation/requirements1> and include fields ranging from Agriculture and Biological Engineering (A B E course rubric) through Youth and Family Education (YFE), with many courses in fields such as African Studies, Latin American Studies, Middle Eastern Studies, Geography, History, Political Science, and language-related fields, etc.

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ARABIC	2
ASIAN STUDIES	6
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HINDI	16

KEY INDICATORS:

- An “X” indicates that the course is being offered or will be offered.
- HINDI 110, marked with an asterisk (*), will be supported with grant funds in 2014-15. Trailer courses for Arabic and Chinese are not indicated in the following table as they will be new offerings.
- Lower-level language courses have been marked as having a minimum of 25% area/ international studies content; however, language courses at all levels examine important interconnections between history, society, culture, and language.

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings		
						2013-14	2014-15	
<u>ARABIC (ARAB)</u>								
ARAB 001 Elementary Modern Standard Arabic I Introduction to reading, writing, pronunciation, and aural comprehension of modern standard Arabic; simple grammatical forms; basic vocabulary.	4	25	Alrawi, Noora Eman, Ahmed Bounatirou, Riadh Reham, Aly Guet, Khadija Walton-Price, Gaye	Fall, Summer	151	X	X	
ARAB 002 Elementary Modern Standard Arabic II Continuation of ARAB 001; development of additional skills in conversation, reading, and writing; grammar and vocabulary building; cultural components.	4	25	Lorenz, Fredrick Alrawi, Noora Enab, Khaled Aly, Reham Bounatirou, Riadh	Spring, Summer	102	X	X	
ARAB 003 Intermediate Modern Standard Arabic More complex grammatical forms; vocabulary building principles; continued development of skills in conversation, reading, writing; culturally-oriented readings and films.	4	25	Lorenz, Fredrick Bounatirou, Riadh Osmare, Sarah Alrawi, Zaid	Fall, Summer	61	X	X	
ARAB 051 Elementary Intensive Arabic for Graduate Students I Intensive introduction to Modern Standard or Colloquial Arabic: first half of graduate sequence in elementary reading, writing, listening, cultures. <u>Prerequisite:</u> graduate standing	3	25	Guet, Khadija Aly, Reham Bounatirou, Riadh	Summer	1	X		
ARAB 052 Elementary Intensive Arabic for Graduate Students II Intensive introduction to Modern Standard or Colloquial Arabic: second half of graduate sequence in elementary reading, writing, speaking, listening, cultures. <u>Prerequisite:</u> ARAB 051 and graduate standing	3	25		Summer				

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings 2013-14 2014-15
ARAB 053 Intermediate Intensive Arabic for Graduate Students Continued intensive study of Modern Standard or Colloquial Arabic at the intermediate level: reading, writing, speaking, listening, cultural contexts. <u>Prerequisite:</u> ARAB 052 or equivalent and graduate standing	3	25		Summer		
ARAB 097 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	(1-9)	100				
ARAB 099 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100				
ARAB 110 Arab Language, Cultures, and Current Topics Fourth-semester Modern Standard Arabic: study of cultures through authentic discourse, texts, film; development of reading, writing, listening, speaking skills.	3	100	Aly, Reham	Spring, Summer	34	X X
ARAB 165 Introduction to Islamic Civilization Islamic history, culture, and religious life c.600-1500 C.E.	3	100		Last offered Fall 2010		
ARAB 197 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100	Shaltiel, Amalia	Spring	13	
ARAB 199 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100				

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings		
						2013-14	2014-15	
ARAB 294 Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100						
ARAB 295 Internship Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.	1-18	100		Fall, Spring		X		X
ARAB 296 Independent Studies Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.	1-18	100	Enab, Khaled Aly, Reham Bounatirou, Riadh	Fall, Spring, Summer	1	X		X
ARAB 297 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100						
ARAB 299 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100						
ARAB 395 Internship Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.	1-18	100						
ARAB 397 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100						

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
ARAB 399 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
ARAB 401 Advanced Language & Cultures I Fifth-semester Modern Standard Arabic: reading more complex texts, films, further development of conversation, composition skills, Arab cultures, current issues.	3	100	Bounatirou, Riadh	Fall	24	X	X
ARAB 402 Advanced Language & Cultures II Sixth-semester Modern Standard Arabic: reading more complex texts, films, further development of conversation, composition skills, Arab cultures, current issue	3	100	Bounatirou, Riadh	Spring	20	X	X
ARAB 494 Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100					
ARAB 494H Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100					
ARAB 496 Independent Studies Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.	1-18	100		Fall, Spring, Summer		X	X
ARAB 497 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100		Fall			X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
ARAB 497G Professional Development for Teachers of Arabic Professional development workshop designed for current and prospective teachers of Arabic. The workshop provides participants with information about current teaching methodologies for Modern Standard Arabic.	1-3	25	Bounatirou, Riadh Aly, Reham	Summer	11	X	X
ARAB 498 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
ARAB 499 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
ASIAN STUDIES (ASIA)							
ASIA 004 Introduction to Asian Literatures Comparative interpretations of narrative, drama, lyric, and other writings from East Asia and other regions, viewed as world literature. (cross list CMLIT 004)	3	100	Shen, Shuang	Fall	48	X	X
ASIA 100 What is Asia? An introduction to the history, literatures, politics, and cultures of Asia.	3	100	Abel, Jessamyn Merkel-Hess McDonald, Kathryn Imamkhodjaeva, Oidinposha Smits, Gregory Sen, Suchismita	Fall, Spring, Summer	139	X	X
ASIA 183 Gender, Family, and Society in East Asia Investigates the history of gender, family, love, and sex in East Asia.	3	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
ASIA 184 Society and Culture in the Pacific War Examines the role of society and culture in the Pacific War's causes, contexts, realities, and aftermath.	3	100	Merkel-Hess McDonald, Kathryn	Fall			X
ASIA 188 Tibet: People, Places and Spaces This course examines the historical, cultural, and ethnic dimensions of Tibet from the seventh century to the present.	3	100					
ASIA 197 Special Topics Formal courses given infrequently to explore in depth, a comparatively narrow subject that may be of topical interest.	1-9	100	Shaltiel, Amalia	Fall, Spring	17	X	X
ASIA 197B Special Topics Formal courses given infrequently to explore in depth, a comparatively narrow subject that may be of topical interest.	1-9	100	Brindley, Erica	Fall	3		
ASIA 199 Foreign Studies Courses offered in foreign countries by individual or group instruction.	12	100					
ASIA 315 Architecture and Art of South and Southeast Asia Survey of the architecture/art of South/Southeast Asia (emphasis on India) from the Bronze Age to a globalizing present.	3	100					
ASIA 399 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings 2013-14 2014-15
ASIA 404 Topics in Asian Literature Selected works from the major poetry, fiction, and drama of such countries as India, China, and Japan.	3	100	Tachibana, Reiko Shen, Shuang	Fall, Spring	19	X
ASIA 404Y Topics in Asian Literature Selected works from the major poetry, fiction, and drama of such countries as India, China, Japan, taught with focus on written analysis and interpretation.	3	100				
ASIA 405 Seminar in Asian Studies Advanced seminar in Asian Studies (cross list CHNS 423 and JAPNS 424 in Spring 2014; cross list ENG 474.002 in Fall 2014))	3-6	100		Spring, Fall		X
ASIA 405Y Seminar in Asian Studies Advanced, writing-focused seminar in Asian Studies (cross list HIS 302W and PL CS 497B in Spring 2014)		100		Spring, Fall		X
ASIA 440 Monuments of Asia An exploration of major Asian sites and monuments through a focus on their historical and cultural significance. (cross list ART H 440)	3-9 per semester/maximum of 9	100				
ASIA 485Y China's Last Empire: The Qing Dynasty, 1644-1911 China from 1644 founding on Qing dynasty to 1911 fall; Chinese society and institutions, imperialism and China's internal diversity (cross list HIST 485Y)	3	100		Fall		X
ASIA 489 International Culture in East Asia Study of the role of culture in East Asian regional and East-West international relations. (cross list HIST 489, PL SC 486)	3	100	Abel, Jessamyn	Spring		X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
ASIA 496 Independent Studies Creative projects, including research and design, which are supervised on an individual basis and which falls outside the scope of formal courses.	1-18	100		Spring		X	
ASIA 499 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
<u>CHINESE (CHNS)</u>							
CHNS 001 Level One Chinese A Introductory study of Chinese language, with audio-lingual practice of Mandarin Chinese and attention to structure and the writing system.	4	25	Du, Wen-Hua Di, Chunyuan Wan, Fang Tsen, Darwin Ai, Haiyang Zhang, Zaoli	Fall, Spring, Summer	188	X	X
CHNS 002 Level One Chinese B Continued audio-lingual practice of Mandarin Chinese, further study of structure, practice in reading and writing Chinese.	4	25	Tsen, Darwin Zhang, Zaoli Du, Quanying Du, Wen-Hua Di, Chunyuan Wan, Fang	Spring, Summer	139	X	X
CHNS 003 Level Two Chinese A Continued audio-lingual practice of Mandarin Chinese, more extensive practice in reading and writing; study of Chinese culture.	4	25	Li, Ming-Ying Du, Wen-Hua Yu, Jia Wang, Pin-Yun Du, Quanying Zhang, Zaoli	Fall, Summer, Summer	120	X	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
CHNS 051 Elementary Intensive Chinese for Graduate Students I Intensive introduction to Mandarin Chinese: first half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts. <u>Prerequisite:</u> graduate standing	3	25		Summer			
CHNS 052 Elementary Intensive Chinese for Graduate Students II Intensive introduction to Mandarin Chinese: second half of graduate intensive sequence in elementary reading, writing, speaking, listening, cultural contexts. <u>Prerequisite:</u> CHNS 051 and graduate standing	3	25		Summer			
CHNS 053 Intermediate Intensive Chinese for Graduate Students Continued intensive study of Mandarin Chinese at the intermediate level: reading, writing, speaking, listening, cultural contexts. <u>Prerequisite:</u> CHNS 052 or equivalent and graduate standing	3	25		Summer			
CHNS 097 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
CHNS 099 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
CHNS 110 Level Two Chinese B Readings in selected modern Chinese literature (short stories, plays, essays, poems) and other texts; practice in conversation and simple composition.	4	100	Yu, Jia Li, Ming-Ying	Spring,	79	X	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
CHNS 120 Introduction to Chinese Literature and Culture Chinese cultural productions, classical through contemporary; literature and film; changing cultural settings in multiple Chinese-speaking locations. Taught in English.	3	100	Shen, Shuang Tashima, Pauli	Fall, Spring	45	X	X
CHNS 120W Introduction to Chinese Literature and Culture An introduction to Chinese histories and societies through literature and visual culture. Readings drawn from both classical and modern traditions, covering the period from the 11th century B.C. to the contemporary era.	3	100					
CHNS 121 Chinese Film and New Media Survey of Chinese film and new media in the twentieth century and beyond, with attention to changing cultural settings. Taught in English.	3	100	Shen, Shuang	Fall	70	X	X
CHNS 197 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
CHNS 199 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
CHNS 294 Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
CHNS 295 Internship Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.	1-18	100		Fall, Spring		X	X
CHNS 296 Independent Studies Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.	1-18	100	Li, Ming-Ying	Fall	9	X	X
CHNS 297 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
CHNS 299 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
CHNS 395 Internship Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.	1-18	100					
CHNS 397 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
CHNS 399 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100					
CHNS 401 Level Three Chinese A Emphasis on oral proficiency through discussions of aspects of contemporary Chinese culture.	4	100	Yang, Hsiao-Hui Du, Wen-Hua Tan, Lee Yong	Fall	64	X	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
CHNS 402 Level Three Chinese B Readings in representative works of traditional and modern literature; practice in composition; study of aspects of Chinese culture.	4	100	Tan, Lee Yong	Spring	32	X	X
CHNS 403W Level Four Chinese A Continuation of CHNS 402. Aims to improve students' proficiency in all four language skills, with a special emphasis on writing.	4	100	Yu, Jia Du, Wen-Hua	Fall	9	X	X
CHNS 404 Level Four Chinese B Continuation of CHNS 403W. Aims to improve students' proficiency in all four language skills through content-based language learning.	4	100		Spring		X	X
CHNS 410 Chinese Through Film This course is designed for students who finish Level Two Chinese or higher and aims to help them develop Chinese proficiency through movies.	3	100				X	
CHNS 411 Chinese Written Characters This course aims to establish a solid foundation of students' Chinese orthography and prepare students for continuing study in subsequent Chinese courses.	3	100					
CHNS 421 China Beyond China Study of modern and contemporary Chinese culture in its diversity and its intercultural contexts.	3	100	Bachner, Andrea	Fall, Spring	18		
CHNS 422 Gender and Sexuality in China Study of gender roles and the imaginary of sexuality in the literary, filmic, and artistic production of modern China.	3	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings 2013-14 2014-15
CHNS 423 The Warrior, the Courtesan and the Ghost in Classical Chinese Novels This course provides an introduction to major classical Chinese novels by focusing on three character types: the warrior, the courtesan, and the ghost.	3	100	Shen, Shuang	Fall/ Spring		X
CHNS 424 Confucius and the Great Books of Early China This course familiarizes students with the critical texts and intellectual cultures of Warring States and early imperial (China cross listed as HIST 482).	3	100				
CHNS 426 The Chinese Rhetorical Tradition Study of the rhetorical works in ancient China as well as multiple facets of modern Chinese rhetoric.	3 per semester/maximum of 6	100	You, Xiaoye	Spring		X
CHNS 452 Contemporary China: Culture and Trends Survey of aspects of the contemporary Chinese-speaking world. Includes readings from Chinese newspapers, magazines, and fiction. Topics may vary each semester.	3 per semester/maximum of 6	100	Shen, Shuang	Spring	14	X
CHNS 453 Chinese Film Selected films and directors representing various aspects of Chinese culture and cinema. Topics may vary each semester. Taught in Chinese.	3 per semester/maximum of 6	100		Last offered Fall 2011		X
CHNS 454 Introduction to Classical Chinese Basic patterns and structures of Classical Chinese to the first millennium B.C. to the 19th century.	3 per semester/maximum of 6	100	Wai, Pauli	Fall	3	X

Course #, Title, Short Description	Credit Hours	Percentage of Area/International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings	
						2013-14	2014-15
CHNS 455 Masterpieces of Traditional Chinese Literature Survey of traditional Chinese literature, including poetry, historical narratives, philosophical texts, and drama and novel.	3	100		Fall			
CHNS 494 Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100					
CHNS 494H Research Project Supervised student activities on research projects identified on an individual or small-group basis.	1-12	100					
CHNS 496 Independent Studies Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.	1-18	100		Fall		X	X
CHNS 496A Level Two Chinese Continued audio-lingual practice of Mandarin Chinese, more extensive practice in reading and writing; study of Chinese culture.	1-6	100					
CHNS 497 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100					
CHNS 497A Essentials of Chinese Grammar Equip intermediate learners of Chinese with a comprehensive and profound understanding of the form, meaning and use of essential grammatical structures in Chinese.	3	100					

Course #, Title, Short Description	Credit Hours	Percentage of Area/ International Studies	Instructor	Semester Offered	Enrollment (2012-13)	Current/Future Offerings		
						2013-14	2014-15	
CHNS 498 Special Topics Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.	1-9	100						
CHNS 499 Foreign Studies Courses offered in foreign countries by individual or group instruction.	1-12	100						
<u>HINDI (HINDI)</u>								
HINDI 001 Level One Hindi A This is an introductory course in Hindi that presents the Devanagari script, elementary grammar and sentence structure.	4	25	Sen, Suchismita	Fall	11			X
HINDI 002 Level One Hindi B This intermediate level course seeks to impart functional literacy in oral and written expression in Hindi to students.	4	25	Sen, Suchismita	Spring	10	X		
HINDI 003 Level Two Hindi A This is an intermediate level course in Hindi that seeks to improve student's skills in oral and written expression.	4	25	Sen, Suchismita	Fall	8			X
HINDI 110 Level Two Hindi B This is a fourth semester course in Hindi that seeks to improve student's skills in oral and written expression.	3	25		Spring				*

APPENDIX 2: PROFILES FOR PROJECT PERSONNEL

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Michael Adewumi, Vice Provost for Global Programs	6
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James Houck, Interim Dean and Distinguished Scholar in Residence, Dickinson School of Law	7
Nancy Tuana, Director, Rock Ethics Institute	8
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Susan Welch, Dean, College of Liberal Arts	9

Penn State University Advisory Board 9

Advisory Board includes members of Center research initiatives as well as other university faculty and administrators who will advise on the growth of the CGS within the broader framework of Penn State.

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Caroline Eckhardt, Head, School of Languages & Literatures	10
Eric Hayot, Head, Department of Comparative Literature	11
James Lantolf, Professor, Language Acquisition and Applied Linguistics and Director, Center for Language Acquisition	11
Gerald LeTendre, Head, Department of Education Policy Studies	12
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CENTER DIRECTOR

Sophia A. McClennen: Professor, International Affairs & Comparative Literature

Education: Ph.D., Duke University 1997, Spanish & Latin American Literature, Certificate in Latin American Studies; M.A. Duke University 1991, Spanish & Latin American Literature; A.B. Harvard University 1987 Philosophy

Academic Experience: Professor of International Affairs & Comparative Literature (affiliated with Spanish & Women's Studies); School of International Affairs, Pennsylvania State University, University Park, PA. Fall 2012–; Faculty Director of Recruiting and Admissions. The School of International Affairs, Pennsylvania State University, University Park, PA. Fall 2013–; Director. The Center for Global Studies. Pennsylvania State University, University Park, PA. Fall 2010–; Professor of Comparative Literature, Spanish, and Women's Studies. Pennsylvania State University, University Park, PA. Fall 2011–2012; Director. Latin American Studies. Pennsylvania State University, University Park, PA. Fall 2011–2012; Associate Professor of Comparative Literature, Spanish, and Women's Studies. Pennsylvania State University, University Park, PA. Fall 2003–; Graduate Director, Program in Comparative Literature. Pennsylvania State University, University Park, PA. Fall 2006–; Co-Director, Fall 2003–Spring 2005; Visiting Professor. Department of Literature. La Pontificia Universidad Católica de Peru, Lima, Peru. Spring 2003; Acting Assistant Director. Women's Studies Program. Illinois State University, Normal, IL. Spring 2002.

Overseas Experience: Chile, Spain, Canada, Peru, Argentina, Uruguay, Costa Rica, Mexico, El Salvador, Guatemala, Bolivia, Germany

Language(s): Spanish (fluent), French, Italian and Portuguese (good), Latin (fair)

Percentage of time dedicated to courses with International content: 100

Area, international studies courses taught: INTAF Global Cultures and Leadership; INTAF Cross-Cultural Conflict Resolution; CMLIT Human Rights and World Literature

Research/teaching specializations: Globalization and Media, Inter-American, Transatlantic, and Postcolonial Comparative Cultural Studies, Modern Latin America, Modern Spain, Film Studies, Gender Studies, Critical Theory, Human Rights Culture

Recent publications: With Alexandra Schulte Moore. *The Routledge Companion to Human Rights and Literature*. New York: Routledge. Approximately 50 essays. Under contract; With Brantley Nicholson, eds. *The Generation of '72: Latin America's Forced Global Citizens*. Editorial A contracorriente. Raleigh, NC, 2013.; With Jeffrey Di Leo, Henry Giroux, and Kenneth Saltman. *Neoliberalism, Education, Terrorism: Contemporary Dialogues*. Paradigm, 2013. 174 pages.; *America According to Colbert: Satire as Public Pedagogy*. New York: Palgrave, 2011. 272 pages. In paper as: *Colbert's America: Satire and Democracy*. New York: With Joseph Slaughter, eds. Thematic Issue of *Comparative Literature Studies* on "Literary Forms and Human Rights." 2009.; Palgrave, 2012. 272 pages; *Ariel Dorfman: An Aesthetics of Hope*, Duke UP, 2010.; *The Dialectics of Exile: Nation, Time, Language and Space in Hispanic Literatures*. West Lafayette, Indiana: Purdue UP, 2004.; With Earl E. Fitz, eds. *Comparative Cultural Studies and Latin America*. West Lafayette, Indiana: Purdue UP, 2004. Revised and expanded version of our guest co-edited thematic issue of CLC Web: Comparative Literature and Culture 4.2 (June 2002).

Number of dissertations/theses supervised in the past 5 years: 10

Distinctions/awards: Collaborative Teaching grant from the Institute for the Arts and Humanities (IAH), with Jeremy Engels of the Department of Communication Arts and Sciences, in support of a graduate seminar "The Violence of Language: Ethics, Aesthetics, Rhetorics.;" College of the Liberal Arts' 2010 Stephanie J. Pavoucek Shields Faculty Award for mentoring.; Fulbright Research Chair in Globalization and Cultural Studies at Dalhousie University, Halifax, Nova Scotia, Canada, 2005–2006.; Fulbright. Lecturing / Research Award for Lima, Peru. Project: "Screening Struggle: Politics and Gender in Latin American Cinema." University Affiliation at La Pontificia Universidad Católica de Peru, Spring 2003 (March-June). Harvard University, David Rockefeller Center for Latin American Studies, Library Scholars Summer Grant, "Screening Struggle: Politics and Gender in Latin American Cinema," 2001; National Endowment for the Humanities, Dissertation Grant, "Out of Bounds: The Crisis of Cultural Identity in Contemporary Hispanic Exile Literature," 1994-95; The Tinker Foundation, Field Research Grant for Chile, "Writing to Recuperate: The Notion of Self in the Hispanic Novel of Exile," Summer 1992.

Lyall-Combs, Sarah: Associate Director, The Center for Global Studies

Education: The Pennsylvania State University – University Park, PA, Graduate French curriculum; August 1996 – December 2000; Université de Nice, French Summer Institute – Nice, France, Study abroad program participant, July 1996; Indiana University – Bloomington, IN, Master of Arts in French, June 1988; Ohio Wesleyan University – Delaware, OH, Bachelor of Arts in French; Bachelor of Arts in Economics, May 1985

Professional experience: The Center for Global Studies (CGS) – University Park, PA, Associate Director, January 2013 – present, Assistant Director and Outreach Coordinator, January 2011 – January 2013; The Pennsylvania State University, University Office of Global Programs – University Park, PA, International Student Advising (ISA) Assistant, May 2010 – June 2010/ April 2009 – July 2009; The Pennsylvania State University/ Université Marc Bloch de Strasbourg – Strasbourg, France, Guest Lecturer, Département d'études britanniques et nord-américaines, 1998 – 1999; The Pennsylvania State University/ University Fellowship Office – University Park, PA, Fulbright Committee Member, 2003; The Pennsylvania State University/ Université Louis Pasteur – Strasbourg, France, Assistant to On-site Coordinator, 1998 – 1999; The Pennsylvania State University, Murmure Executive Committee – University Park, P, Web Consultant and Board of Reviewers, 1997 – 1999; Pasadena City College – Pasadena, CA, Instructor, Department of English and Foreign Languages, 1991; University of Southern California – Los Angeles, CA, Assistant Lecturer, Department of French and Italian, September 1988 – May 1990; Indiana University – Bloomington, IN, Associate Instructor, Department of French and Italian, August 1985 – August 1988; Ohio Wesleyan University – Delaware, OH, English Language Tutor, English as a Second Language (ESL) Program, 1981 – August 1984

Overseas experience: Hong Kong, Turkey, Italy, Scotland, England, France, and Canada

Language(s): French (fluent); Spanish and Hindi (fair)

EXECUTIVE BOARD**Adewumi, Michael:** Vice Provost for Global Programs; Professor of Petroleum & Natural Gas Engineering

Education: Ph.D., Illinois Institute of Technology, Chicago, 1985; M.Sc, Illinois Institute of Technology, Chicago, 1981; B.Sc., University of Ibadan, Nigeria, 1976

Academic Experience: 2007 – present, Vice Provost for Global Programs, Professor of Petroleum and Natural Gas Engineering, Penn State University

Overseas Experience: Nigeria

Languages: Yoruba, French, English

Percentage of time dedicated to courses with International content:

Research/teaching specializations: Multiphase hydrodynamic modeling in gas production, processing and transmission (e.g., natural gas transportation, multiphase/ particulate transport, transient wave propagation, fluid phase behavior, numerical algorithms); Real-time flow assurance monitoring technology; PCB migration modeling;

Selected publications: Ayala, L.F., Ertekin, T., and Adewumi, M., "Compositional Modeling of Gas-Condensate Reservoirs in Multi-mechanistic Flow Domains." In press, SPE Journal, Dec. 2006.; - E.S. Eltohami, M. Erdogmus, and M.A. Adewumi, "PCB Migration and Cleanup Scenarios in Natural Gas Pipelines." Journal of Energy Resources and Technology. Vol126, Issue 2, pp 105-111 (June 2004)

Number of dissertations/theses supervised in the past 5 years: n/a

Distinctions/awards: Fellow of the Nigerian Academy of Engineering (June 2009); Quentin E. and Louise L. Wood Faculty Fellow in Petroleum and Natural Gas Engineering at The Pennsylvania State University (November 2007); UNESCO Chair in Georesources Management, University of Ibadan; partnership initiative among UNESCO, Penn State University, University of Ibadan and University of Cape Town (2007)

Condee, Nancy: Professor of Slavic Languages & Literatures, Film Studies; Director, Global Studies Center, University of Pittsburgh

Education: Ph.D. Yale University (1979); M.A. Brown University (1973); B.A. Sarah Lawrence College (1972)

Academic Experience: University of Pittsburgh (2011-2015) Director, Global Studies Center (Title VI); (2008 Academic Director, Pitt Multi-Region; Academic Program (PittMAP, UCIS); (1995-2006) Director, Program for Cultural Studies; (1989–) Associate Professor, Slavic Department; Oxford University (St. Antony's) (2004) Senior Associate Member, Visiting Fellow; National Council for Eurasian and East European Research (NCEEER) (2001–2006) Chairman of the Board of Directors; Wheaton College (MA) (1989) Associate Professor of Russian; (1986–89) Chair, Russian Department; (1980–87) Assistant Professor of Russian; Wilhelm-Pieck Universität, German (1981–82) Guest Professor, Foreign Language Institute; Democratic Republic (East Germany); Gor'kii Institute of World Literature (1982) Guest Lecturer, Soviet Literature Department (USSR Academy of Sciences); Brown University (1979-80) Visiting Professor, Slavic Department

Language(s): English (native); Russian (near-native); German (functional for research and public discussion); French (functional for research and public discussion); Spanish (rudimentary)

Percentage of time dedicated to course with International Content: 100

Recent publications: Condee, Nancy. Rev. of Alex Erjavec, ed. *Postmodernism and the Postsocialist Condition: Politicized Art under Late Socialism. Canadian-American Slavic Studies*. Forthcoming; "Kira Muratova, *Asthenic Syndrome*." *Russian Cinema Reader*. Academic Series Press, forthcoming; Slobin, Greta N. *Russians Abroad: Literary and Cultural Politics of Diaspora (1919-1939)*. Ed. Katerina Clark, Nancy Condee, Dan Slobin, and Mark Slobin. Boston: Academic Studies Press, 2013; Beumers, Birgit and Nancy Condee, eds. *The Cinema of Alexander Sokurov*. The Russian Cinema Series. London: I. B. Tauris, 2011; Condee, Nancy. *The Imperial Trace: Recent Russian Cinema*. New York: Oxford University Press, 2009

Distinctions/Awards: Modern Language Association (MLA) Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures (2011); Annual research prize from the Society for Cinema and Media Studies (Katherine Singer Kovács Book Award 2010)

Houck, James: Interim Dean & Distinguished Scholar in Residence, Dickinson School of Law & School of International Affairs

Education: LL.M., Georgetown University Law Center; J.D., University of Michigan Law School; B.S., U.S. Naval Academy

Academic experience: Dean Houck joined Penn State after retiring as the 41st Judge Advocate General (JAG) of the U.S. Navy. His teaching and research focus on international law, national security law, and maritime law and policy. As the Judge Advocate General, Admiral Houck served as the principal military legal counsel to the Secretary of the Navy and Chief of Naval Operations and led more than 2,000 attorneys, enlisted legal staff, and civilian employees of the worldwide Navy JAG Corps. He also served as the Department of Defense Representative for Ocean Policy Affairs and oversaw the Department of the Navy's military justice system.

Overseas experience: Middle East

Language(s): Arabic (reading, speaking proficiency)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: International Law; National Security Law

Research and training specialization: international law, national security law, and maritime law and policy

Select recent publications: Caroline Revisited: An Imagined Exchange between John Kerry and Ali Ahkbar Salehi, 2 Penn State Journal of Law and International Affairs, 2013; The Opportunity Costs of Ignoring the Law of the Sea Convention in the Arctic, Hoover Institution Press, 2013; Alone on a Wide Wide Sea: A National Security Rationale for Joining the Law of the Sea Convention, 1 Penn State Journal of Law and International Affairs, 2012.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Member of the Council on Foreign Relations

Tuana, Nancy: DuPont/Class of 1949 Professor of Philosophy; Directorship in the Rock Ethics Institute

Education: Ph.D., University of California

Percent of time dedicated to area/international studies courses taught: 50

Research and teaching specialization: Feminist Philosophy; Science Studies with an emphasis on epistemological and ethical issues; Moral Literacy; Coupled Epistemic-Ethical Issues in Scientific Practice, with particular emphasis on climate science; Approaches to Intersectionality

Select recent publications: Gendering Climate Knowledge for Justice: Catalyzing a New Research Agenda, Margaret Alston and Kerri Whittenbury, Eds. Gender and Climate Change, forthcoming.; Embedding Ethics in the Practices of Science: Bringing Humanities to the Sciences, Synthese: An International Journal for Epistemology, Methodology and Philosophy of Science, forthcoming; Tuana, Nancy, Ryan Sriver, Toby Svoboda, Roman Olson, Peter J. Irvine, Jacob Haqq-Misra, and Klaus Keller. (2012). Towards Integrated Ethical and Scientific Analysis of Geoengineering: A Research Agenda, Ethics, Policy and Environment Vol. 15, No. 2, 1–22; Goes, Marlos, Nancy Tuana, and Klaus Keller. (2011). Intrinsic Ethics Regarding Integrated Assessment Models for Climate Management, Science and Engineering Ethics 17, 3:503-23; Tuana, N. (2010); Climate Change and Human Rights, Handbook of Human Rights, Chapter 33, Routledge, 2010; Tuana, N. (2010). Engendering Philosophy of Science, in Philosophy of Science: Five Questions, VIP Press

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: NSF Ethics Education in Science and Engineering, Tuana, PI, Awarded, 08/15/2011-07/31/2014 Graduate Pedagogy for Ethical Dimensions of Coupled Natural and Human Systems Research; NSF Ethics Education in Science and Engineering, Tuana, PI, Awarded 2006-2008; Integrating Ethics into Graduate Training in the Environmental Sciences; American Philosophical Association, Tuana, Co-PI, Awarded, 2006-2012 Philosophy in an Inclusive Key Summer Institute

Wardrop, Denice: Senior Scientist in Geography; Assistant Director of Riparia; Associate Director of Penn State Institutes for Energy and the Environment

Education: Pennsylvania State University - Ph.D. Ecology; University of Virginia - M.S. Wildlife Environmental Sciences; University of Virginia - B.S. Systems Engineering; Licensed Professional Engineer, Commonwealths of Pennsylvania and Virginia

Academic experience: 2005–Present: Senior Research Associate, Penn State University; 2003–Present: Associate Director, Riparia (formerly the Cooperative Wetlands Center), Penn State University; 2000–2003: Assistant Director, Cooperative Wetlands Center; 1997–2005: Research Associate, Penn State University; 1993–1997: Research Assistant, Penn State University; 1991–1993: Risk Assessment Specialist, Environmental Standards Inc. Valley Forge, PA; 1988–1991: Project Manager, Nittany Geosciences, State College, PA; 1985–1988: Senior Project Manager, Environmental Resources Management, Inc., Exton, PA; 1982–1984

Overseas experience: Latin America

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 497, Environmental Issues Across the Americas: Field Experience in the Peruvian Amazon Rainforest; GEOG 497, 21st Century Environmental Challenges: Movies That Matter

Research and teaching specialization: landscape ecology, wetland plant communities, effects of human disturbance on wetland ecosystems, wetland condition assessment

Select recent publications: Wardrop, D. H., M. E. Kentula, D. L. Stevens, S. F. Jensen, and R. P. Brooks. 2007. Assessment of Wetland Condition: An Example from the Upper Juniata Watershed in Pennsylvania, USA. *Wetlands* 27: 416-431; Wardrop, D. H., M. E. Kentula, S. F. Jensen, D. L. Stevens, K. C. Hychka, and R. P. Brooks. 2007. Assessment of Wetlands in the Upper Juniata Watershed in Pennsylvania, USA, Using the Hydrogeomorphic Approach. *Wetlands* 27: 432-445; Wardrop, D. H., C. Herschner, K. Havens, K. Thornton, and D. Bilkovic. 2007. Developing and Communicating a Taxonomy of Ecological Indicators: A Case Study from the Mid-Atlantic. *Ecohealth* 4:179-186; Miller, S. J., D. H. Wardrop, W. M. Mahaney, and R. P. Brooks. 2006.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Appointed Member, Commission for Women, 2003-2006

Welch, Susan: Professor, Department of Political Science and Dean, College of the Liberal Arts

Education: Ph.D. (1970) MA (1966) AB (1965), University of Illinois at Urbana-Champaign Academic

Experience: 1980–1991, Carl A. Rappold Professor, University of Nebraska; 1970–1980, Assistant Professor through Professor, University of Nebraska; 1973–1974, Visiting Lecturer, University of Ottawa, Ontario

Overseas Experience: China, Korea, and Vietnam

Languages: French (fair)

Research/teaching specializations: American politics, particularly urban, ethnic, and women's politics; women as congressional candidates and black-white relations in multi-cultural settings

Recent publications: *Affirmative Action and Minority Enrollments: The Impact of Bakke on Medical and Law Schools*, co-authored with John Gruhl and published by the University of Michigan Press; and *Race and Place: Residence and Race Relations in an American City*, coauthored with Lee Sigelman, Tim Bledsoe, and Michael Combs published by Cambridge University Press; Heather Ondercin and Susan Welch. 2009.; "Comparing

Predictors of Women's Congressional Election Success: Candidates, Primaries, and the General Election," *American Politics Research*. 37 (July): 593- 613.; Susan Welch and Lee Sigelman, 2007. "Who's Calling the Shots? Women Coaches in Women's Division I Athletics," *Social Science Quarterly* 88 (December):1415-1434.; Heather Ondercin and Susan Welch, "Women Candidates for Congress," in *Women and Elective Office: Past, Present, and Future*. Sue Thomas and Clyde Wilcox, eds. Oxford: Oxford University Press, 2005.; Susan Welch, Sue Thomas, and Margery M. Ambrosius, "The Politics of Family Policy," in *Politics in the American States*, ed. Virginia Gray and Herbert Jacob, sixth edition. Washington DC: CQ Press, 1995

Distinctions/awards: Her work has been funded by the National Science Foundation, the National Institutes of Mental Health, and the National Institute of Justice.; Women's Caucus for Political Science, Award for best treatment of gender issues in an introductory American government text. Given award for 2nd, 5th, and 6th editions, and declared ineligible for further awards; 2006 Achieving Women Award, Penn State

ADVISORY BOARD

Assaf, Masume: Director of International Student and Scholar Advising (DISSA)

Education: M.S. State University of New York/Albany (SUNY/Albany) Major: Teaching English as a Second Language; B.A. New York University. New York, New York Majors: (1) Political Science (2) Near Eastern Studies

Academic experience: 1988–1995: Director and Instructor, CIEE Summer Study in America Program, The Pennsylvania State University, University Park, PA; 1983–1984: Part-Time ESL Instructor, State College Area School District Community Education, State College, PA.; 1978–1980: ESL Instructor and Foreign Student Adviser, Tompkins-Cortland Community College, Dryden, New York 13053

Overseas experience: Turkey, Japan, Thailand, Saudi Arabia, Germany

Language(s): Turkish (fair)

Percentage of time dedicated to course with International content: n/a

Research/teaching specializations: n/a

Select recent publications: 2003 co-Author of NAFSA Manual for Real-Time Interactive for F-1 Students. 2003. Currently being revised; 1994 – 1998 co-Author of NAFSA F-1 Manual for Region VIII "Basic F-1 Regulation Procedures for Beginners"; published by NAFSA as F-1 Regulations for Beginners and used nationwide for NAFSA PDP training until SEVIS implemented; 1997 Authored "Co-op and Practical Training: INS Regulations" Advising Quarterly (AMIDEAST), Summer 1997.

Number of dissertations/theses supervised in the past 5 years: n/a

Distinctions/Awards: NAFSA Homer Higbee Award in recognition of distinguished and continuous service and mentoring of fellow NAFSAns. May 29, 2013; Award for Administrative Excellence, The Pennsylvania State University, March 20, 2006; NAFSA Region VIII Award for Outstanding Contributions to International Education, November 2005; Awarded Fulbright to Japan for Administrators in International Education (June-July 2001)

Behring, Deanna: Director, Office of International Programs, College of Agricultural Sciences

Education: Ph.D., Communications, Penn State, 2011; M.A.I.A., Ohio Univ. 1988; B.A., Economics and French, Albion College, 1985

Academic Experience: 2000-present Director of International Programs, College of Agricultural Sciences

Overseas Experience: China, Taiwan, France, Mexico, Costa Rica, Egypt, South Africa, Russia, Ukraine

Languages: Chinese (fair); French (good)

Percentage of time dedicated to courses with International content: 75%

Research/teaching specializations: International Agriculture; Multicultural Communications (with focus on China/Taiwan)

Select recent publications/ relevant conference papers: "Is Multimodality Better than Single Modality? Exploring modality effect on Chinese-American virtual collaboration, 2009, AEJMC Annual Convention, Boston, MA; "The Effect of Media Modality on Chinese-American Virtual Cooperation," 2008 International Communication Association, Montreal, Canada; "The Effect of Media Modality in Chinese-American Virtual Teams," 2008 IST Graduate Symposium, February 1 2008, State College, PA *Distinctions/awards:* 2010 Spirit of Internationalization Award; 2008 Diversity Award, National Epsilon Sigma Phi; 2007 Mary W. Wells Memorial Diversity Award; 2007 Diversity Award, Alpha Omicron Chapter of Epsilon Sigma Phi; 2007-present Board of Directors, National Security Education Program; 2006–present Board of Directors, Lead 21; 2003 LaMarr Kopp International Achievement Award, Penn State; 2000 U.S.-Israel Science and Technology Foundation Board of Directors; 1985 Phi Beta Kappa

Distinctions/Awards: worked for the Central Intelligence Agency and the Department of Commerce, as well as on projects for the U.S. Trade Representative and the U.S. Agency for International Development

Eckhardt, Caroline: Professor of Comparative Literature; Director, School of Languages and Literatures

Education: Ph.D. Univ of Michigan 1971; M.A. Indiana Univ 1965; B.A. Drew University 1963

Academic experience: Our proposed FLAS Coordinator, Eckhardt has been Director of Penn State's School of Languages and Literatures since 1998; our Summer Language Institute and LCT-L Initiative report to her. Nearly 30 years' experience in developing critical language programs, including our major in Japanese, minor (now major) in Chinese, minor in Arabic, and courses in Korean, Hindi, and Swahili. Assisted our school district to add its first high school courses in a non-Western language (Japanese). Project Director for Penn State's federally funded StarTalk Program for Arabic since 2009 (student instruction and teacher training); PI on approximately \$500,000 in LCTL language grants (Arabic).

Overseas experience: Peru, Germany, France, England, the Netherlands, South Africa, Kenya, Indonesia

Language(s): French, German, Spanish (fair); Latin, Occitan, Old French, other medieval languages

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 501: Comparative research methodology, research ethics; CMLIT 502: Literary Theory; CMLIT 597, Professional Development for Teachers; CMLIT 505/ENGL 541: Medieval Studies

Research and training specialization: Comparative medieval literature, comparative literature as an international humanities discipline

Select recent publications: "Old Fields, New Corn, and Present Ways of Writing about the Past," in *Comparative Literature in an Age of Globalization*, ed. Haun Saussy (Johns Hopkins University Press, 2006), 139- 54;

"Association of Departments and Programs of Comparative Literature, 2005 Report on the Undergraduate Comparative Literature Curriculum," *Profession* (2006): 177-97; (Committee publication, co-authored); "Reading Jaufre: Comedy and interpretation in a medieval cliff-hanger," *The Comparatist* 33 (2009): 40-62; "World Literature and the Graduate Curriculum," *Teaching World Literature*, ed. David Damrosch (MLA, 2009), 165-78.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Class of 1933 Distinction in the Humanities, 1996, Penn State; College of the Liberal Arts, Outstanding Service Award, Penn State, 2007; Howard B. Palmer Award (University Mentoring Award), Penn State, 2010; 2 endowed funds established in her honor, 2013

Hayot, Eric Distinguished Professor, Comparative Literature and Asian Studies; Head, Department of Comparative Literature

Education: Ph.D., University of Wisconsin–Milwaukee, 1999; M.A., Georgetown, 1994, B.A., Georgetown, 1993

Academic Experience: 2012–2013, Associate Professor of Comparative Literature and Director, Asian Studies, Penn State; 2013–2014, Visiting Fellow, Heidelberg Center for Transcultural Studies, University of Heidelberg; Spring 2013, Visiting Professor, Department of Comparative Literature, Princeton University; 2007–2012, Associate Professor, Penn State; 2005–07, Associate Professor, U of Arizona; 2001–2005, Assistant Professor, U of Arizona; 2000–01, Assistant Professor, U of Northern Iowa

Overseas Experience: China, Taiwan, France, Germany

Languages: French (fluent), Mandarin Chinese (excellent), Spanish (fair), German (fair)

Percentage of time dedicated to courses with International content: 75

Research/teaching specializations: Comparative modernisms; globalization; East/West comparative literature; Asian American Studies

Area, international studies courses taught: Princeton: Com 373, Eng 384; World Literature: Comparative Cosmologies; Comp Lit 504: Virtual Worlds; Comp Lit 570: Globalization, Cosmopolitanism, Diaspora

Recent publications: (contract) *A New Vocabulary for Global Modernism*, edited with Rebecca Walkowitz (Columbia); 2014 *The Elements of Academic Style: Writing for the Humanities* (Columbia); 2012 *On Literary*

Worlds (Oxford); "The Asian Turns," *PMLA* 124.3 (May 2009): 906-917; *The Hypothetical Mandarin: Sympathy, Modernity, and Chinese Pain* (Oxford University Press, 2009); *Sinographies: Writing China*. Edited with Haun Saussy and Steve Yao (U of Minnesota Press, 2007); *Chinese Dreams: Pound, Brecht, Tel Quel* (U of Michigan Press, 2004).

Number of dissertations/theses supervised in the past 5 years: 5

Selected Distinctions/awards: Class of 1933 Award for Distinction in the Humanities; UCLA International Institute Fellowship; Mellon Foundation Short-Term Research Fellowship; 2013-14, Fulbright Scholar, Germany; 2010, Modernist Studies Association Book Prize, for *The Hypothetical Mandarin*; 2010, Class of 1933 Award for Distinction in the Humanities, Penn State; 2010, Erasmus Award (Departmental Advising, Penn State); 2010, Confucius Institute (\$900,000/5 years), Penn State.; 2009-11, IAH Interdisciplinary Research Group (\$15,000/3 years), Penn State; 2009

James P. Lantolf: George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Penn State University (2005 to present); Director of the Center for Language Acquisition, Penn State University (July 1, 1999 to present); Co-director of the Penn State National Foreign Language Resource Center – CALPER [Center for Advanced Language Proficiency Education and Research] (2002 to present).

Education: Ph.D., Linguistics: 1974 Pennsylvania State University; M.A. Spanish Linguistics: 1971 Pennsylvania State University; B.S. Education/Spanish: 1969 University of Scranton

Academic Experience: Professor of Applied Linguistics: Penn State University (July 1, 1999 to 2005); Professor of Linguistics and Romance Studies: Cornell University (1991 to 1999); Professor of Applied Linguistics: University of Delaware (1989 to 1991); Associate Professor of Applied Linguistics: University of Delaware (1980 to 1991); Interim Chair, Department of Modern Languages, Cornell University (1998 to 1999)

Overseas Experience: Hong Kong, Wales, Latin America

Languages: Spanish (fluent), Korean, beginning proficiency

Percentage of time dedicated to courses with International Content: 50

Area, international studies courses taught: Sociocultural Theory and Second Language Learning

Research/teaching specializations: Sociocultural Theory; Second Language Acquisition; Cultural-historical Psychology

Select recent publications: Lantolf, J. P. & S. L. Thorne. (2006) Sociocultural theory and the genesis of second language development. Oxford University Press; Lantolf, J. P. & M. E. Poehner (in progress). Sociocultural theory and L2 education: The pedagogical imperative in action (working title). Routledge; Lantolf, J. P. & M. E. Poehner (2008).

Distinctions/awards: Honorary Professorship, Faculty of Education, University of Hong Kong (2009-2014); Language Learning Distinguished Scholar. Institute for Language Teaching and Learning. University of Auckland. Auckland, NZ. Sept. 20 to Oct. 1, 1999; Who's Who in America. 54th edition. September 2000

Gerald LeTendre: 2008-present Head, Department of Education Policy Studies, Pennsylvania State University; 2007–present Professor, Education and International Affairs Pennsylvania State University
Education: 1994 Ph.D., Education, Stanford University; 1992 M.A., Sociology, Stanford University; 1983 B.A., Sociology (Magna cum laude), Harvard University
Academic Experience: 2004 - 2007 Professor-in-Charge, Educational Theory & Policy Program, Pennsylvania State University; 2000-2003 Chair, Comparative and International Education Program Pennsylvania State University; 2000- 2006 Associate Professor, Education Policy Studies Pennsylvania State University; 1997-2000 Assistant Professor, Education Policy Studies Pennsylvania State University; 1994-1997 Assistant Professor, Department of Elementary Education University of Georgia; 1994-1996 Primary Researcher, Third Int'l Math-Science Study Nat'l Center for Education Statistics
Overseas Experience: Japan, Germany
Languages: Japanese (reading, speaking proficiency); German (reading, speaking proficiency)
Percentage of time dedicated to courses with International Content: 50
Area, international studies courses taught: Introduction to Comparative Education
Research/teaching specializations: Changing work roles for teachers cross-nationally and the diffusion of prevention programs in schools worldwide
Select recent publications: Gordon, J., Fujita, H., Kariya, K., & LeTendre, G. (Eds.). (2009). Challenges to Japanese education. New York: Teachers College Press & Tokyo: Seori-shobo; Akiba, M. & LeTendre, G. (2009). Improving teacher quality: The U.S. teacher workforce in a global context. New York: Teachers College Press; Baker, D. & LeTendre, G. (2005). National differences, global similarities: World culture and the future of schooling. Stanford: Stanford University Press; Fukuzawa, R., & LeTendre, G. (2001). The intense years: Early adolescence in Japan. New York: Routledge Falmer Press; LeTendre, G. (2000).
Number of dissertations/theses supervised in the past 5 years:
Distinctions/awards: 2003-2004 Fulbright Senior Scholar U. of Bremen, Germany; 2001-2004 Harry and Marion Eberly Faculty Fellow (College of Education, The Pennsylvania State University); 2003 Outstanding Study of the Year Award [with David Baker and Brian Goesling] (American Educational Research Association, International Studies SIG)

Silver, Eric: Professor of Sociology and Criminology, The Pennsylvania State University
Education: Ph.D. Sociology, State University of New York at Albany, 1999; M.A. Sociology, State University of New York at Albany, 1993; B.A. Psychology, State University of New York at Albany, 1989
Academic Experience: Associate Dean for Research and Graduate Studies, College of the Liberal Arts, The Pennsylvania State University (2013-present); 2009 – present Associate Department Head, Department of Sociology and Crime, Law, and Justice, Penn State University; 2003 – 2009 Director of Graduate Studies, Crime, Law and Justice Program, Penn State University; 2010-present Professor of Sociology and Criminology Penn State University; 2003 – 2010 Associate Professor of Crime, Law, and Justice and Sociology; 1999 – 2003 Assistant Professor of Crime, Law, and Justice and Sociology
Research/teaching specializations: violence, mental illness, communities and crime, and recidivism prediction
Select recent publications: 2013 Burchfield, K., and Silver, E. Collective Efficacy and Crime in Los Angeles Neighborhoods: Implications for the Latino Paradox. *Sociological Inquiry*, 83: 154-176; 2012 Silver, E., and Ulmer, Jeffrey T. Future Selves and Self-Control Motivation: Toward a Conceptualization of the “Self” in *Self-Control Theory*. *Deviant Behavior*, 33:699-714; 2012; Felson, R., Silver, E., and Remster, B. Mental Disorder and Offending in Prison. *Criminal Justice and Behavior* 39: 125-143.
Number of dissertations/theses supervised in past 5 years: 5
Distinctions/Awards: Winner of the 2013 Malvin E. and Lea P. Bank Outstanding Teaching Award for the College of the Liberal Arts at Penn State University; Winner of the 2007 Faculty Advisor Award, selected by student members of Alpha Phi Sigma, the Criminal Justice Honor Society; Winner of the 2005 Outstanding Tenure-Line Teaching Award for the College of the Liberal Arts at Penn State University.

Song, Chunshan: Distinguished Professor of Fuel Science and Professor of Chemical Engineering

Education: Ph.D. (Applied Chemistry), Osaka University, 1989; M.S. (Applied Chemistry), Osaka University, 1986; B.S. (Chemical Engineering), Dahan University of Technology, 1982. Academic

Academic Experience: 2009-Present Distinguished Professor of Fuel Science, Dept of Energy & Mineral Engineering, Penn State; 2008-Present Professor of Chemical Engineering (Courtesy), Dept of Chemical Engineering, Penn State; 2008-Present Associate Director, Penn State Institutes of Energy and the Environment (PSIEE); 2007-Present Director, EMS Energy Institute, Pennsylvania State University; 2006-Present Chang Jiang Chair Professor in Energy and Chemical Engineering (Distinguished Visiting Professorship), School of Chemical Engineering, Dalian University of Technology, Dalian, China *Overseas Experience:* Japan, France, UK

Language(s): Japanese (fluent)

Percentage of time dedicated to courses with International content: 100

Research/teaching specializations: catalytic fuel processing for clean energy applications carbon dioxide CO₂ capture and utilization as fuels and chemicals; catalysis for synthesis of value-added chemicals

Area, international studies courses taught: Energy & Environment (MatSE 101); Energy and Environmental Colloquium (EME 590).

Recent publications: Kugai, J., J.T. Miller, N. Guo and C.S. Song. "Oxygen-enhanced Water Gas Shift on Ceria-supported Pd-Cu and Pt-Cu Bimetallic Catalysts." *Journal of Catalysis*, 2011, 277, 46-53.

Sentorun-Shalaby, C., S.K. Saha, X.L. Ma, and C.S. Song. "Mesoporous-Molecular-Sieve-Supported Nickel Sorbents for Adsorptive Desulfurization of Commercial Ultra-Low-Sulfur Diesel Fuel." *Applied Catalysis B: Environmental*, 2011, 101 (3-4), 718-726.; Zhang J.C., M. Liu, C.S. Song and X.W. Guo. "Facile Synthesis of B-MCM-41 with Controlled Morphologies Using Water-Acetone Media." *Microporous and Mesoporous Materials*, 2011, 139 (1-3), 31-37.

Distinctions/awards: "Distinguished Researcher Award," American Chemical Society Petroleum Chemistry Division, 2011; "Henry H. Storch Award", American Chemical Society Fuel Chemistry Division, 2010; "Fellow", American Chemical Society, 2010; "Distinguished Professor of Fuel Science", Penn State, 2010

Taylor, Alan H: Professor, Department of Geography & Inter College Graduate Degree Program in Ecology, Faculty Affiliate Earth and Environmental Systems Institute, The Pennsylvania State University

Education: California State University, Hayward, Geography, B.S., 1977; Oregon State University, Geography, MS., 1979; University of Colorado, Boulder Geography, Ph.D., 1987

Academic Experience: 2000 – present, Professor, Department of Geography and Inter College Graduate Degree Program in Ecology, Faculty Affiliate Earth and Environmental Systems Institute, The Pennsylvania State University; 2009 – 2012, E. Willard and Ruby S. Miller Professor of Geography and Inter College Graduate Degree, Program in Ecology, The Pennsylvania State University; 2008 – 2011, Professor of Geography and Inter College Graduate Degree Program in Ecology, Associate Director Earth and Environmental Systems Institute, The Pennsylvania State University; 2003 – 2004, Visiting Scientist, United States Department of Agriculture, Forest Service, Pacific, Southwest Forest and Range Experiment Station

Overseas experience: China

Language(s): Chinese (reading and speaking proficiency)

Percent of time dedicated to area/international studies courses taught: 50-75

Area, international studies courses taught: GEOG 110: Climates of the World (GN); GEOG 111: Biogeography and Global Ecology (GN)

Research and teaching specialization: landscape ecology; fire ecology; disturbance and climate effects on vegetation; biogeography; biological conservation; environmental management; paleoecology

Select publications: Scholl, A.E., Taylor, A.H. Fire regimes, forest changes, and self-organization in an old-growth mixed conifer forest, Yosemite National Park, USA. *Ecological Applications* 20:362-380. (2010); van Mantgem, P.J., Stephenson, N. L., Byrne, J.C., Daniels, L.D., Franklin, J.F., Fule, P.Z., Harmon, M.E., Smith, J.M., Taylor, A.H., Veblen, T.T. Widespread increase in tree mortality in the western United States. *Science* 323:521-524. (2009); Taylor, A.H., Shi, Wei Jang, Lian Jun Zhao, Chun Ping Liang, Chang Jin Miao, Jin yan Huang. Regeneration patterns and tree species coexistence in old-growth Abies-Picea forests in southwestern China. *Forest Ecology and Management* 223:303-317. (2006);

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Director of Vegetation Dynamics Lab

Taylor, Richard Palmer: Chair of Telecommunication Studies and Law; Co-Director of the Institute for Information Policy Education

Education: J.D.: New York University School of Law; Ph.D.: Columbia University *Academic Experience:* August 2003-August 2004, Visiting Scholar at the East West Center in Hawaii. 1995, USIS Visiting Expert in India on telecommunications liberalization.

Overseas Experience: Japan, Korea, China, Australia, Fiji

Language(s): Basic Chinese, Japanese

Percent of time dedicated to area/international studies courses taught: 25-50

Area, international studies courses taught: Emerging Telecommunications Technologies (Comm 484); International Trade in Telecommunications Goods and Services (Comm 491)

Recent publications: with Dr. Amit Schejter, Fordham University Press, 2013 *Beyond Broadband Access:*

Developing Data-Based Information Policy Strategies; Taylor, R. (2009). "U.S. Cable TV Policy: Managing the Transition to Broadband." Taylor, R. (2007). "Time for Change: Transforming Funding for Broadband Universal Service". In Schement, J., ed., Benton Foundation Universal Service Project Report, Washington, D.C.;

Constantin, C., Grigorovici, D., Jayakar, K., Taylor, R., & Schement, J. (2006). "Infometrics: a structural equation modeling approach to information indicators and "e-readiness" measurement." In B. Preissl and J. Mueller (eds.), *Governing Communications Networks: Connecting societies and Markets with IT*. Amsterdam: Elsevier Science. ; co-author, "Technology Parks of the Asia Pacific: Lessons for the Regional Digital Divide" (M.E. Sharpe 2003)

Number of Dissertations/theses supervised in the past 5 years: 4

Distinctions/awards: Invitation from government of People's Republic of China to make a presentation to the State Council Advisory Committee on State Informatization on the U.S. National Broadband Plan, Beijing (July 2010); Member, Obama Campaign Advisory Committee on Technology, Media and Telecommunications (2008-2009); January 2009, co-chair of the annual convention of Pacific Telecommunications Conference; 2002, appointed IBM Faculty Partner for his work in the area of information metrics

SOCIAL JUSTICE INITIATIVE

Lead Faculty Member:

Maluwa, Tiya Associate Dean for International Affairs; H. Laddie Montague Chair in Law; Director, Penn State School of International Affairs

Education: Ph.D., Cambridge University; LL.M., University of Sheffield; LL.B., University of Malawi

Academic Experience: Director, School of International Affairs; Associate Dean for International Affairs, Penn State University; Professor of International Law, University of Cape Town; Extraordinary Professor of Law at the Centre for Human Rights, University of Pretoria, South Africa

Overseas Experience: Extensive

Languages: English (fluent), Chewa (fluent), French (fluent)

Percentage of time dedicated to courses with International content: 100

Research/teaching specializations: International Organizations

Area, international studies courses taught: The United Nations and International Law Seminar

Recent publications: "From the Organization of African Unity to the African Union: Rethinking the Framework for Inter-State Cooperation in Africa in the Era of Globalization," 5 U. Botswana L. J. 5 (2007); "The Move from Institutions? Examining the Phenomenon in Africa," *Proceedings of the American Society of International Law*, 2006.; "The Transition from the Organization of African Unity to the African Union," *African Yearbook of International Law*, 2006.; "The Constitutive Act of the African Union and Institution-Building in Post-Colonial Africa," *Leiden Journal of International Law*, 2002

Number of dissertations/theses supervised in the past 5 years: 3

Distinctions/awards: United Nations Special Rapporteur for Human Rights in Nigeria

Primary Affiliated Faculty:

Baderoon, Gabeba: Assistant Professor of Women's Studies and African and African American Studies

Education: Ph.D. in English, University of Cape Town, 2004, M.A. University of Cape Town 1995, B.A. Hans, University of Cape Town 1991, B.A. University of Cape Town 1989.

Academic Experience: July 2008- present, Assistant Professor of Women's Studies and African and African American Studies, Penn State; 2007-2008, Post-doctoral Fellow in the Africana Research Center at Penn State

Overseas Experience: South Africa, UK, Sweden

Language(s): English (native); Afrikaans (good); German (beginner); Arabic (beginner)

Percentage of time dedicated to courses with International content: 100

Research and teaching specializations: Representations of Islam, slavery & the construction of 'race' & sex in South Africa

Area, international studies courses taught: Global Feminisms

Recent publications: "The African Oceans- Tracing the Sea as Memory of Slavery in South African Literature and Culture." *Research in African Literatures*, 40.4 (Winter, November 2009): 89-107; "Regarding South African Images of Islam: From the Picturesque to Pagad and After." *South African Historical Journal*, 61.1 (March 2009): 103-20; The Five Names of Tatumkhulu Afrika: 'Africanness,' 'Europeanness' and Islam in a South African Autobiography." *World Literature Today*, 83.1 (January 2009): 56-60. [Revised and excerpted from "A Dialogue with Africa" in *Africa Writing Europe*, eds. Maria Olausson and Christina Angelfors, 2009)

Number of dissertations/theses supervised in the past 5 years: 1 completed and 4 committee memberships

Distinctions/awards: Future of Minority Studies/Mellon Fellowship, Cornell University, July-August 2009; Civitella Ranieri Foundation Fellowship, Italy, Summer 2008; Wits Humanities Visiting Writer Residency, School of Literature and Language Studies, University of Witwatersrand, South Africa, Summer 2008; Post-doctoral Fellowship, Africana Research Center, Pennsylvania State University, 2007-2008; Research Fellowship, Africa Writing Europe Project, School of the Humanities, VAnxjA,-r University, Sweden, Summer 2005 John Sainsbury/Linbury Trust Doctoral Fellowship, Departments of English, Universities of Cape Town and Sheffield, 1999-2004

Clark, Paul F. Department Head and Professor of Labor Studies and Employment Relations

Education: B.A. Economics and History M.S. Industrial and Labor Relations Bucknell University, 1976 Cornell University, 1979; Ph.D. Public Policy and Administration Additional Graduate Study, 1977-78; University of Pittsburgh, 1986 University Of Glasgow, Scotland, UK

Academic experience: Visiting Professor, Faculty of Economics and Commerce, Department of Management and Marketing, University of Melbourne, Australia, August 2009; Visiting Professor, Industrial Relations Centre, Victoria Management School, Victoria University of Wellington, New Zealand, July 2009; Visiting Professor, University of Arizona, Department of Geography, January-May, 2007.

Research and teaching specialization: Research - employment relations in the health care industry; nurses' unions, member attitudes toward unions (commitment, participation, etc.), challenges and opportunities facing the American labor; workplace voice; labor-management collaboration programs. Teaching - Employment relations, labor and the global economy, the American labor movement, labor and employment law, collective bargaining, organizational culture.

Select recent publications: Clark, Paul F., Howard Stanger, and Ann Frost (eds.). *Collective Bargaining: Institutional Threats and Opportunities*, Ithaca, NY: Cornell ILR Press, expected 2013; Clark, Paul F. *Building More Effective Unions*, 2nd Edition. Ithaca, N.Y.: Cornell ILR Press, 2009; Clark, Paul F., John Delaney, and Ann Frost (eds.). *Collective Bargaining in the Private Sector: Current Developments and Future Challenges*, Champaign, IL: Industrial Relations Research Association, 2002.

Number of dissertations or theses supervised in past five years:

Distinctions/awards: Outstanding Contribution Award, Union Leadership Academy, 1992; College of the Liberal Arts, Penn State University, Outstanding Faculty Advisor Award, 2000; College of the Liberal Arts, Penn State University, Welch Alumni Relations Award, 2006

Jolly, Rosemary: Weiss Chair in the Humanities, and Professor of Comparative Literature, English, African Studies, Bioethics, and Women's Studies

Education: 1991 Ph.D., University of Toronto; 1987 M.A., University of Toronto; 1985 B.A. (magnis cum honoribus), University of Saskatchewan

Academic experience: 2002- Full Professor, Queen's University Department of English; cross-appointed to School of Kinesiology and Health Studies, 2010; 1997- Associate Professor, Queen's University Department of English; 2010-2015 Principal Investigator, Gender-Based Violence and HIV/AIDS in rural KZN: An RCT Dual Intervention. Queen's support component \$50,000.00. Canadian Institutes of Health Research; (CIHR) Institute of Gender and Health grant of \$1,500,000.00.

Overseas Experience: Canada, South Africa, Scotland, England

Languages: English and Afrikaans (speak, read, and write); Dutch, German, Biblical Hebrew, and Latin (read); isiZulu (in progress)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 506 Health, Narrative, and Embodied Suffering

Research and training specialization: literature and human rights, specifically the relations between the aesthetic characteristics of narratives

Select recent publications: *Cultured Violence: Narrative, Social Suffering and Engendering Human Rights in Contemporary South Africa*. Liverpool and Scottsville: Liverpool UP; U of KwaZulu-Natal P, 2010.

Postcolonialism across the Disciplines (Series editor: Graham Huggan, Leeds University); "Witnessing Embodiment: Trauma, Narrative and Theory at the Limit in Field Research and in the Classroom." *Australian Feminist Studies*. 26.69 September (2011): 295-315.

Number of dissertations or theses supervised in past five years: 9

Distinctions/awards: Research School of the Humanities, Visiting Fellow. "Humans at the Limit: HIV/AIDS and the En-Gendering of Genocide in sub-Saharan Africa. 2009 (March-May); Leverhulme Visiting Fellowship on HIV/AIDS and Violence in South Africa, York University, UK. 2005 (January-April); Graduate Teaching Award, May 2014, Pennsylvania State University Medal for Distinguished Professorship – Weiss Chair of the Humanities, November 2013

Richards, Samuel: Senior Lecturer, Department of Sociology; Director of Development, World in Conversation Center

Education: Ph.D. Rutgers University, Sociology, 1992; M.A. University of Toledo, Sociology, 1985; B.A. University of Toledo, Sociology, 1983

Academic experience: Senior Lecturer, Department of Sociology, The Pennsylvania State University, University Park, Pennsylvania, 1997 – Present; Director of Development, World in Conversation Center, The College of the Liberal Arts, The Pennsylvania State University, University Park, PA, 2002 – Present

Overseas experience: Spain, Czech Republic, Poland, Ireland, Ecuador, Costa Rica, Nicaragua, Mexico

Language(s): Spanish (reading and speaking proficiency)

Percent of time dedicated to area/international studies courses taught: 25-50

Area, international studies courses taught: Race and Ethnic Relations; Social Institutions

Research and teaching specialization: Race and Ethnic Relations; Bureaucracy and Social Problems; Political and Economic Development (Latin America & United States); Globalization; Qualitative Research Methods

Select recent publications: Richards, S.M. *Shadowboxing with Race*. 2010. McGraw-Hill Publishing; Richards, S.M. *Intersections: Understanding Sociology*. 2008. Pearson Publishing. Mulvey, L.L. and Richards, S.M.

"Thoughts on a Conversational Approach to Race Relations," *Sociological Forum*, June 2007, Vol. 22, No. 2.

Richards, S.M. "The Role of Pastoral Agents in Stimulating Socioeconomic Change in Ecuador," *The Progressive Catholic Church as a Catalyst for Social Change in Latin America: A Regional Assessment*, Hewitt and Burdick, eds. 1998. University of Pennsylvania Press.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: NATO SPS Planning Grant, \$6,000, October 2013, to assist with preparation of grant submitted to NATO Science Peace and Security Program, NATO HQ, Brussels, Belgium; Faculty Fellow, 2010/11, Educational Technology Services, Penn State University

Robinson, Randall Distinguished Scholar in Residence

Education: J.D., Harvard Law School; B.A., Virginia Union University

Academic experience: internationally acclaimed author and founder of TransAfrica and the Free South Africa Movement; creator of World on Trial

Overseas Experience: African Continent, Caribbean

Language(s): French (speaking and reading proficiency)

Percentage of time dedicated to courses with International content: 100%

Area, international studies courses taught: International Uniform Enforcement of Human Rights Seminar

Research/teaching specializations: U.S. foreign policy towards the Caribbean and Africa; the use of foreign policy to achieve social goals; and racial equity.

Recent publications: *Makeda*, 2012; *An Unbroken Agony: Haiti, from Revolution to Kidnapping of a President* (2007). *Quitting America: The Departure of a Black Man from His Native Land* (2004). *The Reckoning: What Blacks Owe to Each Other* (2002); *The Debt: What America Owes to Blacks* (2001). *Defending the Spirit: A Black Life in America* (1998).

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions/awards: government of South Africa recognized him as one of 31 heroes of the anti-apartheid movement at a Freedom Day ceremony on April 27, 2012; numerous humanitarian awards from organizations that include the Congressional Black Caucus, UNICEF, the Southern Christian Leadership Conference, and The King Center

Scott, Geoffrey: Professor of Law, The Dickinson School of Law; Director, Arts, Sports and Entertainment Law Clinic

Education: B.A., J.D. (Honors), LL.M.; Yale Law School

Academic experience: Professor of Law: The Dickinson School of Law of the Pennsylvania State University, University Park, Pennsylvania, August 1975-Present; Visiting Professor (Professional Lectures and Research), Faculty of Law, Doshisha University, Kyoto Japan, 2005, 2010; Visiting Professor (Professional Lectures and Research), Monash University Law Chambers, Melbourne, Australia, Intellectual Property, June 2009

Overseas experience: Australia

Language(s): Japanese (intermediate speaking and reading)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Licensing of Intellectual Property; Law of Artistic Persons and Properties Seminar

Research and teaching specialization: Copyrights; Trademarks; Law of Artistic Properties and Persons; Art, Sports and Entertainment Law; Intellectual Property Licensing; Art, Sports and Entertainment Law Clinic; Current Global Issues in Intellectual Property; International Entertainment Law; International Intellectual Property Law; Law, Science and Policy

Select recent publications: A Protocol For Evaluating Changing Global Attitudes Toward Innovation and Intellectual Property Regimes, 33 University of Pennsylvania Journal of International Law 101 (2011); "What do Jim Morrison, Kurt Cobain, Elvis Presley, and Utagawa Toyoharu have in Common? Protecting Artistic Legacy in the United States and Japan: A Comparison of U.S. Legal Principles and Iemoto Seido of Japan", 26 Connecticut Journal of International Law 161 (2010)

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Fulbright Scholar – United States Department of State/Japan-U.S. Educational Commission 2005; Doshisha University, Kyoto Japan Research on the Protection of Asian Cultural Properties; The Fulbright Organization, Senior Specialist Panel 2006 et seq.; Fellow, Silberman Seminars 2007, U.S. Holocaust Museum, Washington DC, Contributor on Restitution of Cultural Properties

Additional Affiliated Faculty:

Cáta Backer, Larry: W. Richard and Mary Eshelman Faculty Scholar and Professor of Law, Pennsylvania State University, The Dickinson School of Law (since 2009); Professor since 2001; University Park (inaugural faculty since 2006); Professor, School of International Affairs, Pennsylvania State University.

Education: Columbia University, NY, NY (1979-1981). School of Law, JD, May, 1982; Harvard University, Cambridge, MA (1977-1979). J.F. Kennedy School of Government, Master of Public Policy, June 1979; Brandeis University, Waltham, MA (1973-1977). B.A., summa cum laude with honors in History, May, 1977.

Academic experience: Univ. of Tulsa College of Law, Tulsa, Oklahoma (1998-2000). Executive Director: Comparative and International Law Center (Co-Director 1996-1998; Executive Director 1998-2000). Univ. of Tulsa, College of Law, Tulsa, Oklahoma (1991-2000). Professor 1996-2001; Associate Professor 1994-96 (tenure since August, 1994); Assistant Professor, 1991-1994).

Overseas experience: Cuba

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: Multinational Corporations; Transnational Law

Research and teaching specialization: constitutional, corporate, and transnational law and policy

Select recent publications: Lawyers Making Meaning: The Semiotics of Law in Legal Education II (Dordrecht: Springer, forthcoming 2012) (with Jan M. Broekman); Comparative Corporate Law: United States, European Union, China and Japan. N.C.: Carolina Academic Press, 2002) ISBN 0-89089-526-0; LCCN 2001088034.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: 2013 Friend of the Commonwealth Award (Penn State); 2012 Committee on Institutional Cooperation (CIC), Academic Leadership Program Fellow; 2010 Public Scholarship Fellow, Pennsylvania State University; 2004 Pennsylvania State University Dickinson School of Law: Penn State International Law Review Certificate of Appreciation; 1996 University of Tulsa Outstanding Teacher Award; University of Tulsa College of Law: Outstanding Faculty Member, awarded by College of Law first year class; University of Tulsa College of Law: Outstanding Faculty Member, awarded by College of Law upper classes.

Butler, Richard: Distinguished Scholar of International Peace and Security

Education: M.Ec., Australian National University; B.Ec., University of Sydney

Academic Experience: Overseas Experience: For Australia, Prof. Butler served as deputy representative at the International Atomic Energy Agency (IAEA) and the OECD; ambassador for disarmament (Geneva); ambassador to Thailand and Cambodia; ambassador and permanent representative to the United Nations (New York); and governor of Tasmania.

Overseas Experience: Switzerland, Thailand, Cambodia

Languages: French (fluent), Thai (speaking and reading proficiency)

Percentage of time dedicated to courses with International content: 100%

Area, international studies courses taught: Politics of the Maintenance of International Peace and Security

Research/teaching specializations: War and peace, nuclear disarmament.

Number of dissertations/theses supervised in the past 5 years: 1

Distinctions/awards: Currently the Global Diplomat in Residence at the New York University's Center for Global Affairs and a visitor with the James Martin Center for Nonproliferation Studies at the Monterey Institute of International Studies. For Australia, Prof. Butler served as deputy representative at the International Atomic Energy Agency (IAEA) and the OECD; ambassador for disarmament (Geneva); ambassador to Thailand and Cambodia; ambassador and permanent representative to the United Nations (New York); and governor of Tasmania. In 2003, he was made a Companion of the Order of Australia (AC), Australia's highest civilian honor. In 1995, he was appointed by the prime minister of Australia as chairman of the Canberra Commission on the Elimination of Nuclear Weapons. At the United Nations, Ambassador Butler was vice chair of the World Summit on Social Development (the "Copenhagen Consensus" process); president of the Economic and Social Council; and chair of the Working Group that created UNAIDS. In 1997, Secretary General Kofi Annan appointed him executive chairman of the United Nations Special Commission to disarm Iraq (UNSCOM).

Casper, Gretchen Associate Professor, Political Science

Education: Ph.D., Univ. of Michigan, 1987; M.A., Univ. of Michigan, 1983; B.A., Boston College, 1980

Academic Experience: 1998-present, Associate Professor, Pennsylvania State University; 1993-1998, Associate Professor, Texas A&M University; 1987-1993, Assistant Professor, Texas A&M University
1986-1987, Instructor, Grinnell College

Overseas Experience: The Philippines

Languages: Tagalog (fair)

Percentage of time dedicated to courses with International content: 50

Area, international studies courses taught: Democratization in Asia; Government and Politics of East Asia, Political Processes in Underdeveloped Systems, Government and Politics of Africa

Research/teaching specializations: Democratization, Civil Conflict, Southeast and East Asia, Developing Countries

Recent publications: Negotiating Democracy: Transitions from Authoritarian Rule. Pittsburgh: The University of Pittsburgh Press, Series in Policy and Institutional Studies, 1996. (with Michelle M. Taylor); Fragile Democracies: The Legacies of Authoritarian Rule. Pittsburgh: The University of Pittsburgh Press, Series in Policy and Institutional Studies, 1995; The Benefits of Difficult Transitions. Democratization 7 (2000): 46-62; Theories of Military Intervention in the Third World: Lessons from the Philippines. Armed Forces and Society 17 (1991): 191-210

Number of dissertations/theses supervised in the past 5 years: 5

Distinctions/awards: Faculty Marshal, Department of Political Science, Spring Commencement Ceremonies, Penn State University, 2011; President's Fund for Research Award, Pennsylvania State University, 2008. (with Cynthia Rathinasamy and John Richter) Undergraduate Research Award, College of Liberal Arts, Pennsylvania State University, 2007. (with Cynthia Rathinasamy); Miller Summer Research Award, Department of Political Science, Pennsylvania State University, 2003, \$2,000. (with Claudiu Tufis); Research and Graduate Studies Office Award, College of Liberal Arts, Pennsylvania State University, 2001, \$6,000; 2004-2006 Vice Chair, American Political Science Association Organized Section on Comparative Democratization; 1998-1999, 1997-1998, 1989 Various National Science Foundation awards; 1984-1986 FLAS award

Eghigian, Greg: Director, Science, Technology, and Society Program; Associate Professor of Modern History and Science, Technology, and Society

Education: Ph.D., Modern European History, University of Chicago, 1993; M.A., Modern European History, University of Chicago, 1985; B.A., Psychology, Bard College, 1983.

Academic Experience: July 2007-present, Director, Science, Technology, and Society Program, Penn State University; July 1999-present, Associate Professor of Modern History, Penn State University 1996-1999, Assistant Professor of History, University of Texas at Arlington; 1993-1996, Charles E. Schmidt Fellow, Social Sciences Collegiate Division, University of Chicago.

Overseas Experience: Germany

Language(s): German, Russian

Percentage of time dedicated to courses with International content: 100

Area, international studies courses taught: HIST427 - Germany Since 1860; HIST103 - The History of Madness, Mental Illness, and Psychiatry

Research/teaching specializations: Modern Germany, 20th-Century Europe, Science, Medicine, Crime

Recent publications: The Routledge History of Madness and Mental Health (scheduled for publication in 2016); "'A Transatlantic Buzz': Flying Saucers, Extraterrestrials, and America in Postwar Germany." *Journal of Transatlantic Studies* (scheduled for publication 2015); "A History of Psychopathy in Germany." *Isis* (scheduled for publication in 2015); "Deinstitutionalizing the History of Contemporary Psychiatry." *History of Psychiatry*, 22 (2011): 201-214.; *From Madness to Mental Health: Psychiatric Disorder and its Treatment in Western Civilization* (Rutgers University Press, 2010)

Number of dissertations/theses supervised in the past 5 years:

Distinctions/awards: Haag Fellowship. Department of History, Penn State University, Summer 2011; Short-Term Study Research Grant. Deutscher Akademischer Austauschdienst (DAAD). Arbeitsstelle für Historische Anthropologie, Universität Erfurt, Summer 2005; Individual Faculty Grant. Institute for Arts and Humanities, Penn State University, Spring/summer 2005; Faculty Recognition Award. Research, Graduate Studies, and College Advancement, College of Liberal Arts, Penn State University, April 2004; Kent Forster Memorial Junior Faculty Development Award, Penn State University, 2003-2004.

Harvey, Irene: Associate Professor, Philosophy and Women's Studies

Education: Ph.D., M.A., York University (Toronto, Canada); B.A., Simon Fraser University, Vancouver, Canada

Percentage of time dedicated to courses with International content: 50

Area, international studies courses taught: World Philosophies and Cultures; 19th Century Philosophy

Research/teaching specializations: Contemporary French Thought, Postmodernism, Contemporary European Philosophy, Feminist Theory; Recent Courses: Introduction to Aesthetics; World Philosophies and Cultures; 19th Century Philosophy; Contemporary Philosophy

Recent publications: currently working on a book tentatively entitled, 'Visions of Hunting - from Artemis to Faulkner.' This project includes the analysis of various meanings of 'hunting' from the Greeks (including Plato's *Sophist* and *The Symposium*) to contemporary literary incarnations. Also interested in issues concerning 'evil' understood theologically, philosophically, politically and socially. An abiding interest in Holocaust issues and the politics of epistemologies; *Labyrinths of Exemplarity- At the Limits of Deconstruction* (SUNY Press, 2002); *Beyond the Towers -Philosophy and Service Learning* (AAHE, 2000); *Derrida and the Economy of Difference* (Indiana, 1986)

Iqbal, Zaryab Associate Professor, Political Science

Education: Ph.D., Political Science, Emory University (2004), M.A., Graduate School of International Studies, University of Denver (1998), B.A. with Honors, University of North Carolina- Chapel Hill (1996)

Academic Experience: 2008, Assistant Professor, Department of Political Science, Pennsylvania State University; 2004-2007 Assistant Professor, Department of Political Science, University of South Carolina

Percentage of time dedicated to courses with International content: 100%

Area, international studies courses taught: Introduction to Research Design

Research/teaching specializations: International Relations, International Conflict and Security, International Public Health, International Political Economy; Research Design

Recent publications: Iqbal, Zaryab. 2010. War and the Health of Nations. Stanford, CA: Stanford University Press; Iqbal, Zaryab and Harvey Starr. 2008. "Bad Neighbors: Failed States and their Consequences." Conflict Management and Peace Science 25(4): 315-331. Reprinted in Starr, Harvey, ed. 2009. Dealing with Failed States: Crossing Analytic Boundaries. Oxford and New York: Routledge: 35-51.; Iqbal, Zaryab and Christopher Zorn. 2008. "The Political Consequences of Assassination." *Journal of Conflict Resolution* 52(3): 385-400.

Number of dissertations/theses supervised in the past 5 years:

Distinctions/awards: Penn State Rock Ethics Institute and Schreyer Honors College Faculty Seminar Fellowship, 2009. Artinian Award for Professional Development, Southern Political Science Association, 2007.

Jett, Dennis Professor, School of International Affairs

Education: Ph.D., University of the Witwatersrand 1998; B.A., M.A. University of New Mexico 1967, 1969.

Academic Experience: 2008-present Professor of International Affairs, Penn State; 2000-2008 Dean of the International Center, University of Florida

Overseas Experience: Argentina, Israel, Malawi, Liberia, Mozambique and Peru (two to three years each); dozens of other countries for short periods.

Language(s): Spanish (highly proficient); Portuguese (fair); Hebrew (basic)

Percentage of time dedicated to courses with International content: 100

Area, international studies courses taught: INTAF 802 Foundations of Diplomacy and International Relations Theory; INTAF 590 Colloquium

Research/teaching specializations: American foreign policy, peacekeeping

Recent publications: Why American Foreign Policy Fails-Unsafe at Home and Despised Abroad, ISBN 140396503X, Palgrave/Macmillan, May 2008; Why Peacekeeping Fails, New York: St. Martin's Press, February 2000, ISBN 0-312-22698-5. Paperback edition published by Palgrave in March 2001, ISBN 0-312-23942-4; "Challenges in Support and Stability Operations-Why Each One is Different," published in The Interagency and Counterinsurgency Warfare: Aligning and Integrating Military and Civilian Roles in Stability, Security Transition, and Reconstruction Operations by the Strategic Studies Institute of the U.S. Army War College, December 2007

Number of dissertations/theses supervised in the past 5 years:

Distinctions/awards: The Order of the Sun of Peru, grade of the Grand Cross, presented by President Toledo in November 2001 in a televised ceremony for contributing to "the reestablishment of democracy in Peru." Awards from the Lima daily newspaper La Republica and Frecuencia Latina, Channel 2 television, in separate ceremonies for defending democracy and freedom of the press; State Department's 1999 Charles E. Cobb Award while Ambassador to Peru for the most effective promotion of American commercial interests by a senior officer; American Foreign Service Association's 1995 Christian Herter Award: For "extraordinary accomplishment involving initiative, intellectual courage and constructive dissent" while Ambassador to Mozambique; Distinguished Honor Award in 1990 for "exceptional service during the Liberian civil war including superb leadership, keen perception and adroitness in the formulation and execution of U.S. foreign policy."

Leverett, Flynt Professor, School of International Affairs; Senior Fellow at the New America Foundation in Washington, D.C.

Education: Ph.D., Princeton University; M.A., Princeton University; B.A., B.M., Texas Christian University

Academic experience: Senior Analyst at the Central Intelligence Agency and State Department Policy Planning Staff (1992-2003); National Security Council, Senior Director for Middle East Affairs (2002-2003); Visiting Professorships at MIT and Yale

Overseas experience: Middle East

Language(s): Farsi (fluent), Arabic (proficient reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Energy, International Security, and the Global Economy (cross-listed with School of Law); Dynamics of International Economic Order: Law, Politics, and Power (cross-listed with School of Law); The United States & the Middle East; The United States & Iran; Globalization and Grand Strategy: The United States, Rising Asia, & the Persian Gulf in the 21st Century

Research and teaching specialization: Same as above

Select recent publications: *Going to Tehran: Why the United States Must Come to Terms With the Islamic Republic of Iran* (Metropolitan, 2013) [with Hillary Mann Leverett]; paperback ed., *Going to Tehran: Why America Must Accept the Islamic Republic of Iran* [with new Afterword] (Picador, 2013); *Inheriting Syria: Bashar's Trial by Fire* (Brookings, 2005) [Arabic ed., Arab Scientific Publishers, 2005]; *The Road Ahead: Middle East Policy in the Bush Administration's Second Term* (Brookings, 2005) [ed. and contributor]; *Moving (Slightly) Closer to Iran: China's Shifting Calculus for Managing Its "Persian Gulf Dilemma"*, Asia-Pacific Policy Papers (Reischauer Center for East Asian Studies, John Hopkins School of Advanced International Studies, 2009) [with John Garver and Hillary Mann Leverett]

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: He has spoken at the Carnegie Council on Ethics in International Affairs, the East-West Institute, the Royal Institute for International Affairs (Chatham House) and other prestigious venues. He is a life member of the Council on Foreign Relations and the International Institute for Strategic Studies.

Lohse, K. Russell: Assistant Professor of History

Education: Ph.D., University of Texas, 2005; M.A., University of Texas, 1997; B.A., Metropolitan State College, 1995

Academic experience: 2008-present. Assistant Professor. Pennsylvania State University, State College, Pennsylvania; 2006-2008 Assistant Professor. University of Southern Indiana, Evansville, Indiana. 2005-2006 Visiting Assistant Professor; 2005-2006. August-May. Saint Louis University, Saint Louis, Missouri.

Overseas experience: Latin America

Language(s): Spanish (Fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: HIST 178 - Latin American History to 1820; HIST 468 - Mexico and the Caribbean Nations in the Twentieth Century; HIST 497 - The Cuban Revolution, 1959-2009

Research and teaching specialization: colonial Latin America, modern period of Latin America; slavery and the African Diaspora in the Americas

Select recent publications: *Africans into Creoles: Slavery, Ethnicity and Identity in Colonial Costa Rica*. Albuquerque: University of New Mexico Press, forthcoming; "La Negrita, Queen of the Ticos: The Black Roots of Costa Rica's Patron Saint." *The Americas* 69, no. 3 (January 2013): 323-355; "Mexico and Central America." In *Oxford Handbook of Slavery in the Americas*, edited by Robert Paquette and Mark Smith, pp. 46-67. Oxford: Oxford University Press, 2010; "Cacao and Slavery in Matina, Costa Rica, 1650-1750." In *Blacks and Blackness in Central America: Between Race and Place*, edited by Lowell Gudmundson and Justin Wolfe, pp. 57-91. Durham, N.C.: Duke University Press, 2010.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Kent Forster Award. Department of History, Pennsylvania State University (2010-2011); Liberal Arts Research Award, University of Southern Indiana (2007); William S. Livingston Graduate Fellowship, University of Texas (2002-2003)

Nyana, Sylvia, Social Sciences Librarian with a focus on African and African American Studies, Tenure Track Non-Teaching Faculty, The University Libraries

Education: Master of Library Science (MLS)

Academic and Overseas Experience: Born, educated and worked in Uganda. Extensive knowledge of Sub-Saharan Africa based on professional duties and work experience.

Overseas experience: African Continent

Language(s): Swahili (fluent)

Percent of Time Dedicated to Area/International Studies: 45%

Area, international studies courses taught: n/a

Research/Subjects Focus: African Studies, African American and Ethnic Studies (Non-Teaching Faculty); development of library collections in African Studies, African American and ethnic studies, developing and delivering course-related and other instructional sessions to graduate and undergraduate students, providing research consultation and reference service with a focus on these subject areas and general reference for students and library patrons.

Recent publications: Nyana, Sylvia A. Creating a Library System that Serves the Needs of Rural Communities in Africa South of the Sahara. *Journal of Pan African Studies*, vol.3, no. 1, 2009.
<http://www.jpanafrican.com/archive/issues/vol3nol.htm>; Conkling, Thomas, Kevin R. Harwell, Cheryl McCallips, Sylvia A. Nyana, and Bonnie A. Osif. "Material Selection in the Pre and Post-Web Environments: An Interdisciplinary Study of Bibliographic Citations in Doctoral Dissertations." *The Journal of Academic Librarianship*, Volume 36, Number 1, 2010, Osa, Justina O., Sylvia A. Nyana and Clara A. Ogbaa. "Effective Cross Cultural Communication to Enhance Reference Transactions: Training Guidelines and Tips." *Knowledge Quest* 35.2 (November/December 2006)

Restall, Matthew: Edwin Erle Sparks Professor of Colonial Latin American History, Anthropology and Women's Studies; Co-Director of LiLACS (Latina/o, Latin American, and Caribbean Studies)

Education: Ph.D., University of California, 1992; M.A., University of California, 1989; B.A., Oxford University, 1986

Academic experience: Professor of History, Pennsylvania State University, 2004-07 (Director of Graduate Studies in History, 2005-08); Associate Professor of History, Penn State, 1998-2004, Assistant Professor of History, Boston College, 1995-98; Assistant Professor of History, Southwestern University, 1993-95; Co-editor, *Ethnohistory* journal (since 2007)

Overseas experience: Latin America, United Kingdom

Language(s): Spoken: Spanish, French; Read (varying levels): Yucatec Maya, Nahuatl, Latin, Portuguese. Taught: Yucatec Maya (colonial, read), Nahuatl (colonial, read, introductory)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: HIST569 - Seminar in Latin-American History; HIST011 - World History II; HIST197H - The End of the World: The History of Apocalyptic Thought

Research and teaching specialization: Colonial Latin America

Select recent publications: *The Conquistadors: A Very Short Introduction* (with Felipe Fernández-Armesto). Oxford: Oxford University Press, 2012; *Latin America in Colonial Times* (with Kris Lane). Cambridge: Cambridge University Press, 2011; 2012 and the End of the World: The Western Roots of the Maya Apocalypse (with Amara Solari). Lanham, MD: Rowman & Littlefield, 2011; *The Black Middle: Africans, Mayas, and Spaniards in Colonial Yucatan*. Stanford: Stanford University Press, 2009.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Fellowship, Institute for the Arts and Humanities, Pennsylvania State University (2011); Faculty Scholar Award for Outstanding Achievement, Pennsylvania State University (2007); John Simon Guggenheim Memorial Foundation Fellowship (2003-2004); NEH Fellowship, John Carter Brown Library, Brown University (2001-2002)

Rubin, Stephen: Assistant Professor of Art

Education: Reed College, B.A.; MFA Visual Arts, University of California San Diego

Academic experience: work that has been widely circulated by Amnesty International, Human Rights First and The American Bar Association

Overseas experience: India, Iraq, Rwanda, Kosovo, Pakistan, Thailand, Chile, Cuba

Language(s): Hindi (proficient speaking and reading); Spanish (proficient speaking and reading)

Research and teaching specialization: the rise and impact of wind energy in the American heartland; the precarious conditions of Burmese Chinese refugees living in Mizoram, India.

Select recent publications: His photographs have been published in The New York Times Magazine, National Geographic, Time, Newsweek and The Village Voice, and internationally in Stern, GEO, Focus, L'Express and The London Independent Magazine.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: He is the recipient of the Leica Medal of Excellence, a New York Foundation for the Arts (NYFA) Fellowship, a Nieman Fellowship at Harvard and an Alicia Patterson Journalism Fellowship. As a Community Fellow with the Open Society Institute (Baltimore), he co-directed the innovative program Healing Images, providing digital cameras, instruction and therapy to survivors of torture. He was also a Media Fellow with the Open Society Institute.

Prins, Esther S.: Associate Professor of Education; Co-Director, Goodling Institute for Research in Family Literacy; Institute for the Study of Adult Literacy; Affiliate faculty member, Comparative and International Education Program and Center on Rural Education and Communities (2011-Present)

Education: 2003 Ph.D., Adult Education, Cornell University; 1999 M.S., Adult Education, Cornell University; 1994 B.A., Sociology, Wheaton College (summa cum laude)

Academic experience: 2005 – 2011 Assistant Professor – Pennsylvania State University, Adult Education Program; Co-Director, Goodling Institute and the Institute for the Study of Adult Literacy. 2004 – 2005 Assistant Professor – Washington State University, Department of Educational Leadership and Counseling Psychology (with partial Extension appointment); 2002 – 2004 Postdoctoral Researcher – University of California-Davis, Department of Human and Community Development. Dr. Jim Grieshop (Extension Education Specialist), Principal Investigator

Overseas experience: El Salvador, Belize

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Family Literacy; Language, Literacy, Identity, and Culture in Global Contexts; and Politics, Language and Pedagogy: Applying Paulo Freire Today.

Research and teaching specialization: critical and sociocultural perspectives of adult and family literacy; gender; civic engagement; and participatory approaches to education, community development, and research; the social and cultural dimensions of education; how adult education reproduces or mitigates gender, racial, class, and cultural inequalities. Teaching: Family Literacy; Language, Literacy, Identity, and Culture in Global Contexts; and Politics, Language and Pedagogy: Applying Paulo Freire Today

Select recent publications: Prins, E., & *Mooney, A. (in press). Literacy and health disparities. In J. C. Collins, L. O. Bryant, & T. S. Rocco (Eds.), *Health & Wellness for Racial, Ethnic, & Sexual Minorities. New Directions in Adult and Continuing Education*. Invited manuscript; Tschakert, P., *Dietrich, K., Tamminga, K., Prins, E., Shaffer, J., Liwenga, E., & Asiedu, A. (in press). Learning and envisioning under climatic uncertainty: An African experience. *Environment and Planning A*; Toso, B. W., Prins, E., & *Mooney, A. (2013). The changing face of immigrants in the U.S.: Implications for adult educators. *PAACE Journal of Lifelong Learning*, 22, 1-21.; Prins, E., Kassab, C., *Drayton, B., & *Gungor, R. (2012). Distance learning for GED students in rural Pennsylvania. *American Journal of Distance Education*, 26(4), 217-235.; Prins, E., & Toso, B. W. (2012)

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: 2013 Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education (with Cathy Kassab, Brendaly Drayton, and Ramazan Gungor); 2011 Outstanding Researcher Award, College of Education, Pennsylvania State University; 2010 Imogene Okes Award for Outstanding Research, American Association for Adult and Continuing Education; 2007 Outstanding Paper by an Early Career Scholar Award, Adult Literacy and Adult Education SIG, American Educational Research Association (\$500)

Pong, Suet-ling: Professor, Education and Sociology

Education: 1989 Ph.D., Education, University of Chicago; 1980 Certificate in Education (Teacher license), The University of Hong Kong; 1978 B.Sc, Sociology (minor: Economics), The Chinese University of Hong Kong
Academic Experience: 2005-present Professor of Education and Sociology; 2007-present Academic Director, Information Core, Population Research Institute, Penn State; 2008-2009 Professor-in-Chair, Educational Theory and Policy Program, College of Education, Penn State; 2006 Visiting Scholar, Center for the Social Organization of Schools (CSOS), Johns Hopkins University; 2000 - 2004 Professor-in-Charge, Educational Theory and Policy Program, Penn State

Overseas Experience: Malaysia, Taiwan, Hong Kong

Languages: Malaysian (fluent), Chinese (fluent)

Percentage of time dedicated to courses with International content: 50

Area, international studies courses taught: Immigration, Ethnicity, and the School; Education and Demographic Change in the U.S. and Abroad

Research/teaching specializations: Sociology of Education; immigrant and minority children; comparative and international education

Recent publications: Post, David, & Suet-ling Pong. 2009. "The Academic Effects of After-school Paid and Unpaid Work Among 14-Year-Old Students in TIMSS Countries." *Compare* 39, 6.; Pong, Suet-ling. 2009.

"Grade-level and Achievement Among Immigrant Children: Academic Redshirting in Hong Kong." *Educational Research and Evaluation* 15(4): 405-425; Hao, Lingxin and Suet-ling Pong. 2008. "The Role of School in Upward Mobility of Disadvantaged Immigrants' Children." *Annals of the American Academy of Political and Social Sciences* 620 (1):62-89; Pong, Suet-ling and Lingxin Hao. 2007. "Neighborhood and School Factors in the School Performance of Immigrants' Children." *International Migration Review* 41 (1):206-241.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: 2008 Spirit of Internationalization Award, Office of International Programs, PSU.; Spencer Resident Fellow, Fall 2007; Fulbright Fellow, Spring 2007; Willard Waller award for the best paper in 1996-1998, Sociology of Education Section, American Sociological Association, 1999; Spencer Fellow, National Academy of Education, 1991-1992; Postdoctoral Fellowship, Population Council, 1989-1990

Thomas, Kevin J.A., Assistant Professor, Department of African and African American Studies, The College of the Liberal Arts

Education: Ph.D. University of Pennsylvania, 2007; M.S., University of Pennsylvania; M.S., Western Michigan University; B.A. (honors), Fourah Bay College, University of Sierra Leone

Academic Experience: 2004-2007 Harvard University, David Bell Research Fellow, Center for Population and Development Studies (2004 to 2005); Research Fellow, Harvard Initiative for Global Health/Center for Population and Development Studies (2005 to 2007); 2002-2004: University of Pennsylvania Research Assistant, Population Studies Center (African Census Analysis Project); 2002 International Organization for Migration (IOM), Geneva, Switzerland, Research Intern, Migration Policy Research Program

Overseas Experience: Sierra Leone; Switzerland; Kenya; Switzerland

Languages: Mende (fluent); French (fluent); Swahili (fluent)

Percent of Time Dedicated to International Studies: 100

Area, international studies courses taught: AFR 110: Introduction to contemporary Africa; AFR 297C: Poverty in Africa; SOC/AFR 527: Migration, Urbanization and Policy

Research/Teaching Focus: demography; immigration; international migration; development and social change in the third world; diaspora populations in the United States

Recent publications (selected): Thomas, K.J. (2009). "Parental Characteristics and the Schooling Progress of the Children of Immigrant and U.S.-Born Blacks." *Demography* 46(3):513-534.; Logan, B.I. and K.J. Thomas (In Press). "The US Diversity Program and the Transfer of Skills from Africa." *International Migration*; Hill, K. , K.J. Thomas, C. Abou Zahr, N. Walker, L. Say, M. Inoue and E. Suzuki (2007). "Estimates of Maternal Mortality Worldwide between 1990 and 2005." *Lancet* 370(9595):1311-1319.; Thomas, K.J. (In Press). "Familial Influences on Child Poverty in Black Immigrant, US-Born Black, and Non-Black Immigrant Families." *Demography*. ; Thomas, K.J. (In Press). "Family Contexts and Schooling Disruption among Orphans in Post-Genocide Rwanda."

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: 2012-2014 Young Scholar, Foundation for Child Development; 2009 Fellow, Rock Ethics Institute, Pennsylvania State University; 2009 Roy C Buck Award for Outstanding Scholarly Publication

Webster, David Professor, Anthropology

Education: Ph.D., 1972; M.A., 1967; B.A., 1965: University of Minnesota

Academic Experience: Invited Presentations: Thomas, K.J.A., 2014: "Black immigrants, Education-Occupation mismatches, and the poverty outcomes of their children", Duke University Population Research Institute (DUPRI); Thomas, K.J.A., 2014: "Black immigrants, Education-Occupation mismatches, and the poverty outcomes of their children", Duke University Population Research Institute (DUPRI); Thomas, K.J.A. 2009 "The human capital characteristics and household living standards of returning international migrants in Eastern and Southern Africa", Minnesota Population Center Colloquium Series, University of Minnesota.

Overseas Experience: United States, Mexico, Guatemala, Honduras, Turkey, Yugoslavia

Languages: Spanish (reading and fieldwork); German; some French.

Percentage of time dedicated to courses with International content: 100

Area, international studies courses taught: Introduction to Anthropology, Cultural Ecology, South American Archaeology, Near Eastern Archaeology, The Ancient Maya, Mesoamerican Prehistory

Research/teaching specializations: Ancient Mesoamerica and the Near East, cultural and human ecology, ancient warfare, settlement and household archaeology, cultural evolution, rise of complex societies, prehistoric demography, origins of agriculture

Recent publications: Fernandez, Fabian, Kristofer D. Johnson, Richard Terry, Sheldon Nelson, and David Webster "Soil Resources of the Ancient Maya at Piedras Negras, Guatemala." *Soil Science Society of America Journal* 69(6): 2020-2032 (2005); Webster, David, Tim Murtha, Jay Silverstein, Horacia Martinez, Richard Terry, Richard Burnett. "The Tikal Earthworks Revisited." *Journal of Field Archaeology* 32 (1): 41-64 (2007); Webster, David and Susan Evans. "Even Jades are Shattered: William Timothy Sanders, 1926:2008." *Ancient Mesoamerica*, 19: 157-163 (2008); *The Fall of the Ancient Maya*. Thames and Hudson Ltd, London (2002).

Number of dissertations/theses supervised in the past 5 years: 4

Distinctions/awards: Dumbarton Oaks Senior Fellow (2007-2009; 2009-2012); Dumbarton Oaks Summer Fellow in Precolumbian Studies (1995, 1998); Diploma of Recognition for Contributions to Knowledge of the Maya Culture of Copan, Honduras (1996) Bronze Plaque of the Film Council of Greater Columbus (1993); Cine Golden Eagle Awards (1993)

Yadav, Vineeta Assistant Professor, Political Science

Education: Ph.D. Yale 2006; B.S. (1995) and M.A. (1999), University of Wisconsin-Madison

Academic Experience: 2010 - Penn State University; 2007-2009- University of Notre Dame

Overseas Experience: China, India, Brazil, Japan, South Korea

Languages: Mandarin: Basic oral and written skills; German: Basic oral and written skills; Urdu: Oral intermediate and basic written skills; Bengali: Oral fluency and written intermediate skills; Hindi: Oral and written fluency

Percentage of time dedicated to courses with International content: 25

Area, international studies courses taught: Development Politics in Asia; Introduction to South Asian Politics; Governance and Politics of China

Research/teaching specializations: Political Institutions, Economic Development, Business-Government Relations, Judicial Reforms and Survey Methods. Country Specializations - China, India and Brazil

Recent publications: Forthcoming, 2013. Vineeta Yadav and Bumba Mukherjee. *Democracy, Electoral Institutions and Judicial Empowerment in Developing Countries*. University of Michigan Press; March, 2011.

Political Parties, Business Groups and Corruption in Developing Democracies. Oxford University Press
Corruption, Parties and Business Interests. Oxford University Press, 2010; "Business Lobbies and Policymaking in Developing Countries Today: China and India" *Journal of Public Affairs*. February 2008

Number of dissertations/theses supervised in the past 5 years: 2

Distinctions/awards: Kobayashi Travel Grant, University of Notre Dame, May 2009; Faculty Research Grant, Kellogg Institute, University of Notre Dame, May, 2009; Faculty Research Grant, Kellogg Institute, University of Notre Dame, November, 2007; Faculty Interim Research Grant, Institute for Studies of Liberal Arts, University of Notre Dame, May 2009; Faculty Interim Research Grant, Institute for Studies of Liberal Arts, University of Notre Dame, November, 2007; Post-Doctoral Research Fellow, Niehaus Center for Globalization and Governance, Woodrow Wilson School, Princeton University, 2006-07

Yapa, Lakshman Professor of Geography, Penn State University*Education:* Ph.D., Syracuse University*Academic Experience:* Professor of Geography, Penn State*Overseas Experience:* Sri Lanka*Languages:* Sinhala, Tamil (fluent)*Percentage of time dedicated to courses with International content:* 100*Area, international studies courses taught:* GEOG 123: Geography of Developing World (IL); GEOG 126:

Economic Geography (GS, IL, US)

Research/teaching specializations: Postmodern approaches to the problem of scarcity, economic development*Recent publications:* "What is Scarcity?" A Dictionary for the Twenty-First Century: The Ambivalent Future of Knowledge and Culture edited by A. Nandy and V. Lal; In press, "Globalization and Poverty: A Post Structural View." A book chapter in Globalization, The Third World, and Poverty Alleviation in the 21st Century edited by Bernard Logan, Ashgate Publishing, Burlington, VT, 2002; "Rethinking Poverty in Sri Lanka." A book chapter in South Asia in a Globalizing World: A Reconstructed Regional Geography edited by R. Bradnock and G. Williams. Prentice Hall: Upper Saddle River, New Jersey, 2002.*Number of dissertations/theses supervised in the past 5 years:* 7*Distinctions/awards:* Leon Epstein Outstanding Book Prize, Political Organizations and Parties Section, APSA 2013; Alan Rosenthal Book Prize, Legislative Studies Section, APSA 2012; Honorable Mention, Best Book Award, Comparative Democratization Section, APSA 2012; National Association for Multicultural Education Program Award for 2002.

SUSTAINABILITY INITIATIVE**Lead Faculty Member:**

Alley, Richard Evan Pugh Professor, Department of Geosciences and EMS Environment Institute

Education: Ph.D, Wisconsin-Madison, 1987; Ph.D., 1987, Univ. of Wisconsin (Geology, Minor Materials Science); M.Sc. 1983, B.Sc. 1989 (With Honors, With Distinction, Summa cum Laude), Ohio State University.

Academic Experience: Assistant Scientist, University of Wisconsin, 1987-1988; Assistant Professor (1988-1992), Associate Professor (1992-1994), Professor (1994-2000) and Evan Pugh Professor (2000-), Department of Geosciences, Pennsylvania State University.

Overseas Experience: Three field seasons in Antarctica; eight in Greenland

Percentage of time dedicated to courses with International content: 75

Area, international studies courses taught: Geomorphology, Mathematical Modeling in Geosciences, Geology of Climate Change

Research/teaching Specializations: Glaciology, Ice and Climate, Sea Level Change, Abrupt Climate Change.

Recent publications: Alley, R.B. 2010. Reliability of ice-core science: Historical insights. *J. Glaciology* 56 (200), 1095-1103; Alley, R.B., H.J. Horgan, I. Joughin, K.M. Cuffey, T.K. Dupont, B.R. Parizek, S. Anandakrishnan & J. Bassis. 2008. A simple law for ice-shelf calving. *Science* 322, 1344-1344.; Alley, R.B., S. Anandakrishnan, T.K. Dupont, B.R. Parizek & D. Pollard. 2007. Effect of sedimentation on ice-sheet grounding-line stability. *Science* 315, 1838-1841; Alley, R.B., P.U. Clark, P. Huybrechts, and I. Joughin. 2005. Ice-sheet and sea-level changes. *Science* 310, 456-460.

Number of dissertations/theses supervised in the past 5 years: 8

Distinctions/Awards: U.S. National Academy of Sciences. Heinz Award; Tyler Prize; Seligman Crystal of the International Glaciological Society; Revelle Medal and Fellowship in American Geophysical Union, and recipient of their Horton Award (Hydrology Section), and Emiliani Lecturer (Paleo. Section), Nye Lecturer (Cryospheric Sciences Section) and Bjerknes Lecturer (Atmospheric Sciences Section);

Primary Affiliated Faculty:

Alter, Ted: Professor of Agricultural, Environmental and Regional Economics; Co-Director, Center for Economic and Community Development

Education: Ph.D. Michigan State University, Resource Economics and Policy, 1976; M.S. Michigan State University, Resource Economics and Policy, 1973; B.A. University of Rochester, Economics – With Distinction, 1968

Academic experience: Co-Director, Center for Economic and Community Development, Department of Agricultural Economics and Rural Sociology, Penn State University, 2008-present; Professor of Agricultural, Environmental and Regional Economics, Penn State University, 1989-present

Overseas experience: Italy, Greece, England

Language(s): Italian (beginner)

Percent of time dedicated to area/international studies courses taught:

Area, international studies courses taught: CED 417: Power, Conflict, and Community Decision Making; CEDEV 500: Principles of Community and Economic Development and Leadership

Research and teaching specialization: Agribusiness economics, development economics, community & regional economics, comparative rural development policy, resource economics, state & local government finance, institutional & behavioral economics, public scholarship in higher education, and leadership & organizational change

Select recent publications: Brennan, M., Bridger, J., and T. R. Alter (Eds.), *Theory, Practice, and Community Development*, Routledge, Taylor & Francis Group, 2013; Mehta, Khanjan, T. R. Alter, A. Maretzki and L. Semali. "AcademIK Connections: Bringing Indigenous Knowledge and Perspectives into the Classroom." *Journal of Community Engaged Scholarship*. Forthcoming 2013.

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: Strengthening Citizen-Centered Civic Engagement through Public Deliberation: An Initiative of Land-Grant Universities and the Cooperative Extension System (co-principal investigator), funded by The Charles F. Kettering Foundation, \$250,000, 12/01/08-12/01/13

Anandakrishnan, Srinidhar: Weiss Chair in the Humanities, and Professor of Comparative Literature, English, African Studies, Bioethics, and Women's Studies

Education: B. S., Electrical Engineering. Columbia University (1982). Graduated Tau Beta Pi (Engg. Honor Soc.) and Eta Kappa Nu (EE Honor Soc.); M. S., Electrical Engineering. Columbia University (1983); Ph. D., Geophysics. University of Wisconsin—Madison (1990). Thesis title: Microearthquakes as indicators of ice stream basal conditions.

Academic experience: Assoc. Prof, PSU, (2002–); Asst. Prof, U Alabama (1999–2002); Research Assoc., PSU (1992–1999); Research Assoc., Los Alamos (1994–1995); Senior Researcher, Mobil Oil (1991–1992)

Overseas experience: Antarctica

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: Geosc 001 - Physical Geology

Research and teaching specialization: Reflection Seismology; Glaciology; Geophysics

Select recent publications: S. Anandakrishnan, D. E. Voigt, R. B. Alley, and M. A. King, Ice stream D flow speed is strongly modulated by the tide beneath the Ross Ice Shelf. *Geophys. Res. Lett.*, 30(7), 13-1–13-4, 2003; R. A. Bindshadler, M. A. King, R. B. Alley, S. Anandakrishnan, and L. Padman, Tidally controlled stickslip discharge of a West Antarctic Ice Stream, *Science*, 301:1087–1089, 2003; Anandakrishnan, S., Dilatant till layer layer near the onset of streaming flow of ice stream C; Determined by AVO analysis, *Ann. Glaciol.*, 36:283–286, 2003; Anandakrishnan, S. and R. B. Alley. Tidal forcing of basal seismicity of ice stream C, West Antarctica seen far inland. *J. Geophys. Res.*, 102(B7): 15183–15196, 1997; Anandakrishnan, S. and C. R. Bentley. Microearthquakes beneath ice streams B & C, West Antarctica: Observations and implication. *J. Glac.*, v. 39, no. 133, pp. 455–462, 1993; Blankenship, D. D., S. Anandakrishnan, J. Kempf, and C. R. Bentley. Microearthquakes under and alongside ice stream B, detected by a new passive seismic array. *Ann. Glac.*, 9:30–34, 1987;

Number of dissertations or theses supervised in past five years: 2

Mehta, Khanjan: Director, Humanitarian Engineering and Social Entrepreneurship (HESE) Program; Assistant Professor, Engineering Design

Education: 2003: M.S. in Electrical Engineering, The Pennsylvania State University; 2001: B.E. in Electronics Engineering, University of Mumbai, India 1998: Diploma in Industrial Electronics, MSBTE, Mumbai, India

Academic experience: Mehta has served on several university-wide and international committees and taskforces. He has delivered invited talks and keynote speeches on technology innovation, social entrepreneurship, and global sustainability at several universities and international conferences.

Overseas experience: Kenya, Tanzania, India, Sierra Leone

Language(s): Hindi (fluent); Swahili (beginner)

Percent of time dedicated to area/international studies courses taught: 75

Research and teaching specialization: affordable design; systems thinking; social entrepreneurship pedagogy; agricultural technologies and food value chains (FVCs); global health and telemedicine systems; cellphones, social networks and trust; indigenous knowledge systems; development ethics and grassroots diplomacy

Select recent publications: Mehta, K., “The Philosophy and Praxis of Convergence to Shape an Emergent High-Impact Learning Through Service Program”, in *Convergence: Philosophies and Pedagogies for Developing the Next Generation of Humanitarian Engineers and Social Entrepreneurs*, Ed. T. Colledge, IJSLE & NCIIA, 2012, pp. 114-144; Morais, D. B., Heath, E., Tihagale, M., Payton, F. C., Martin, K., Mehta, K., and Bass, J. “People-First Tourism,” in Eduardo Fayos-solà (ed.) *Knowledge Management in Tourism: Policy and Governance Applications (Bridging Tourism Theory and Practice, Volume 4)*, Emerald Group Publishing Limited, pp.115-128

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: 2013: W.K. Kellogg Foundation Engagement Award (Northeast Region), Association of Public and Land-Grant Universities (APLU); 2013: Community Engagement and Scholarship Award, Penn State University; 2012: Engineering Diversity Award, Penn State University

2011: Steered HESE to win the Outstanding Specialty Entrepreneurship Program Award from the US Association for Small Business and Entrepreneurship (USASBE); 2010: Lawrence J. Perez Memorial Student Advocate Award; 2009: Ideablob Innovation in Teaching Entrepreneurship Award; 2008: W. LaMarr Kopp International Achievement Award

Wardrop, Denice: Senior Scientist in Geography; Assistant Director of Riparia; Associate Director of Penn State Institutes for Energy and the Environment

Education: Pennsylvania State University - Ph.D. Ecology; University of Virginia - M.S. Wildlife Environmental Sciences; University of Virginia - B.S. Systems Engineering; Licensed Professional Engineer, Commonwealths of Pennsylvania and Virginia

Academic experience: 2005–Present: Senior Research Associate, Penn State University; 2003–Present: Associate Director, Riparia (formerly the Cooperative Wetlands Center), Penn State University; 2000–2003: Assistant Director, Cooperative Wetlands Center; 1997–2005: Research Associate, Penn State University; 1993–1997: Research Assistant, Penn State University; 1991–1993: Risk Assessment Specialist, Environmental Standards Inc. Valley Forge, PA; 1988–1991: Project Manager, Nittany Geosciences, State College, PA; 1985–1988: Senior Project Manager, Environmental Resources Management, Inc., Exton, PA; 1982–1984

Overseas experience: Latin America

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 497, Environmental Issues Across the Americas: Field Experience in the Peruvian Amazon Rainforest; GEOG 497, 21st Century Environmental Challenges: Movies That Matter

Research and teaching specialization: landscape ecology, wetland plant communities, effects of human disturbance on wetland ecosystems, wetland condition assessment

Select recent publications: Wardrop, D. H., M. E. Kentula, D. L. Stevens, S. F. Jensen, and R. P. Brooks. 2007. Assessment of Wetland Condition: An Example from the Upper Juniata Watershed in Pennsylvania, USA. *Wetlands* 27: 416-431; Wardrop, D. H., M. E. Kentula, S. F. Jensen, D. L. Stevens, K. C. Hychka, and R. P. Brooks. 2007. Assessment of Wetlands in the Upper Juniata Watershed in Pennsylvania, USA, Using the Hydrogeomorphic Approach. *Wetlands* 27: 432-445; Wardrop, D. H., C. Herschner, K. Havens, K. Thornton, and D. Bilkovic. 2007. Developing and Communicating a Taxonomy of Ecological Indicators: A Case Study from the Mid-Atlantic. *Ecohealth* 4:179-186; Miller, S. J., D. H. Wardrop, W. M. Mahaney, and R. P. Brooks. 2006.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Appointed Member, Commission for Women, 2003-2006

Additional Affiliated Faculty

Ahern, Lee: Assistant Professor, Advertising/Public Relations

Education: 2008 Ph.D. in Mass Communications, The Pennsylvania State University; 1987 Master's Degree in Journalism, University of Wisconsin-Madison; 1986 Bachelor's Degree in Journalism, University of Wisconsin-Madison; 1982 Bachelor's Degree in Economics, University of Wisconsin-Madison

Academic experience: 2002 to 2006 Marketing and New Media Manager, Naylor Publications, Inc., Gainesville, FL; 1997 to 2002 Treasurer and Partner in Abbey Lane Marketing, Inc., Gainesville, FL (privately owned marketing communications company); 1996 to 1997 Assistant Vice President, Corporate Banking, Citibank NA, Stamford, CT; 1993 to 1996 Assistant Vice President, Marketing Manager, BNY Brokerage, Inc., The Bank of New York, New York, NY

Percent of time dedicated to area/international studies courses taught: 25

Area/International Studies courses taught: Principles of Strategic Communication (COMM 428a); Advertising Media Planning (COMM 422); Research Methods in Advertising & Public Relations (COMM 420)

Research and teaching specialization: Description, analysis and ethics of strategic messages, primarily in the context of environmental and health communications

Select recent publications: Ahern, L. & Bortree, D.S. (Eds.) (2012). Talking green: Exploring contemporary issues in environmental communication. New York: Peter Lang; Ahern, L., Bortree, D.S. & Nutter-Smith, A. (2012). Key trends in environmental advertising across thirty years in National Geographic Magazine. *Public Understanding of Science*, 17(2), 77-91.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Betsy Plank Top Graduate Student Paper Award, Public Relations Society of America International Conference; Philadelphia, PA, October 20, 2007

Barbercheck, Mary: Professor of Entomology

Education: B.A. UC, Santa Barbara, 1980; Environmental Biology M.S. University of California, Davis, 1982; Plant Protection and Pest Management Ph.D. Univ. of California, Davis, 1990; Entomology

Academic experience: Barbercheck, M.E., C. Mullen. 2014. The seedcorn maggot and *Metarhizium* are related to maize yield in an organic, cover crop-based farming systems experiment. Society for Invertebrate Pathology Annual Meeting, Mainz, Germany. Aug. 3-7, 2014; Barbercheck, M.E., C. Mullen. 2013. Occurrence of *Metarhizium anisopliae* in an organic, rotational no-till cropping system. Society for Invertebrate Pathology Annual Meeting, Pittsburgh, PA. August 12-18, 2013; Ellis, K. E., M.Barbercheck. 2013

Overseas experience: Central America

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: Ecological applications; disease ecology and biology; Insect Nematology. Short Course on Insect Pathology for Central America and Mexico.

Research and training specialization: A major area of emphasis in her research program is on the impact of agricultural practices on soil biodiversity and function.

Select recent publications: Schipanski, M.E., Mary Barbercheck, Margaret R. Douglas, Denise M. Finney, Kristin Haider, Jason P. Kaye, Armen R. Kemanian, David A. Mortensen, Matthew R. Ryan, John Tooker and Charlie White. 2014. A framework for evaluating ecosystem services provided by cover crops in agroecosystems. *Agricultural Systems* 125:12-22

Number of dissertations or theses supervised in past five years: 2

Blandford, David: Professor of Agricultural and Environmental Economics

Education: Ph.D., Manchester University, United Kingdom (Agricultural Economics); M.A., Manchester University, United Kingdom (Economics); B.Sc. (Honors), Birmingham University, United Kingdom (Geography).

Academic experience: Head, Department of Agricultural Economics and Rural Sociology, The Pennsylvania State University, July 1998 – February 2004; Head of Division, Directorate for Food, Agriculture and Fisheries, OECD, Paris, France. April 1990 - July 1998; Professor, Cornell University, Ithaca, NY. July 1988 - April 1990; Economist, Organization for Economic Cooperation and Development (OECD), Paris, France. January 1982 - December 1983. (On leave from Cornell University.)

Overseas experience: United Kingdom, Norway, Iran, Thailand

Language(s): French (Reading=Excellent; Spoken=Very Good; Written=Fair) Spanish (Reading=Very Good; Spoken=Fair; Written=Fair)

Percent of time dedicated to area/international studies courses taught: 50-75

Area, international studies courses taught: AGBM 102 Economics of the Food System; AGBM 338 Global Agribusiness

Research and training specialization: Agriculture & Food; Environment & Natural Resources; Community, Regional & International Development

Select recent publications: The Trade-off between Food Production and Greenhouse Gas Mitigation in Norwegian Agriculture. *Agriculture, Ecosystems & Environment* 184 (February, 2014): 59-66. (With I. Gaasland and E. Vårdal); Extensification versus Intensification in Reducing Greenhouse Gas Emissions in Agriculture: Insights from Norway. *Eurochoices* 12(3): 4-9. (With I. Gaasland and E. Vårdal); Welfare Impacts of Imposing a Tariff on Rice in Iran vs. and Export Tax in Thailand: a Game Theoretic Approach. *Iranian Journal of Economic Studies* 1(2) (2012): 95-106 (With A. Sheihzeinoddin and M. Bakhshoodeh)

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: President (2010-11), Agricultural Economics Society, United Kingdom; Outstanding journal article Northeastern Agricultural and Resource Economics Association, 2006; Quality of Communication Award. American Association of Agricultural Economics, 1991; Kellogg Foundation International Fellowship in Food Systems, 1986 - 89.

Bose, Mallika: Director of Academic Programs, Penn State Sustainability Institute

Education: Ph.D. University of Wisconsin, Milwaukee, WI 1997 Architecture (specialization in Environment Behavior Studies); M. Arch. Kansas State University, Manhattan, KS 1992 Architecture (specialization in Environment Behavior Studies)

Academic experience: Director Hamer Center for Community Design School of Architecture and Landscape Architecture, Penn State University, July 09 – present; Interim Director Hamer Center for Community Design School of Architecture and Landscape Architecture, Penn State University, January 08 – June 09; Bose, M. (2005). Shifting Boundaries: Women's Settings in the Slums of Calcutta, India. Paper presentation at the 36th Environmental Design Research Association Conference, April 27 – May 1, Vancouver, BC

Overseas experience: India

Language(s): Hindi (Fluent)

Percent of time dedicated to area/international studies courses taught: 50-75

Area, international studies courses taught: Built Environment and Culture (General Education Course/Spring 2013 and supervision of online course every semester); Community Based Design/Planning Studio

Research and training specialization: Design/planning pedagogy; urban and non-traditional housing; urban design and development planning; and socio-cultural influences on the built environment.

Select recent publications: Bose, M. (2007). "Women's Home-Centred Work in India: The Gendered Politics of Space." International Development Planning Review, 29(3), 271-298; Bose, M. (1998). Surveillance, Circumscriber of Women's Spatial Experience: The Case of Calcutta Slums. In H. C. Dandekar (Ed.), City, Space, and Globalization: An International Perspective, 364-372. Ann Arbor, MI: College of Architecture and Urban Planning.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: 2008-09. Public Scholarship Associate, Pennsylvania State University; 2007. Faculty Fellow, Rock Ethic Institute, Pennsylvania State University; 2000 – 2001. Alumni Fellowship, University of Wisconsin – Milwaukee; 1994 – 1995. American Association of University Women Educational Foundation International Fellowship.

Brantley, Susan: Distinguished Professor of Geosciences; Director, Earth and Environmental Systems Institute

Education: 1980 A.B. Chemistry, Princeton University, magna cum laude; 1983 M.A. Geological and Geophysical Sciences, Princeton University; 1987 Ph.D. Geological and Geophysical Sciences, Princeton University

Academic experience: 8/80-8/81 Fulbright Scholar in Peru; 8/99-1/03 Director, Biogeochemical Research Initiative for Education, Penn State; 1/03-7/03 Visiting Scientist, U.S. Geological Survey Menlo Center; 11/07 Member, Task Force on Interdisciplinary Strategies in Graduate Education, Penn State; 1/08-1/10 Past-president, Geochemical Society; 2013 Chair, Earth Science Council, Department of Energy, Basic Energy Sciences; Sciences, Princeton University

Overseas experience: Peru, Puerto Rico

Language(s): Spanish (Fluent)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Geosciences 4 (Rocks and Minerals), Geosciences 201 (Earth Materials), Geosciences 303 (Environmental Geology), Geosciences 413 (Techniques in Environmental Geochemistry), Geosciences 522 (Geochemistry of Aqueous Systems)

Research and training specialization: Aqueous Geochemistry; Geochemical Kinetics; Microbial Biogeochemistry

Select recent publications: 2012 Minyard, M., M.A. Bruns, L. Liermann, S.L. Brantley. Bacterial associations with weathering minerals at the regolith-bedrock interface, Luquillo Experimental Forest, Puerto Rico. Geomicrobiology Journal 29(4), 792-803.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: 2008 Pardee Lecturer, Geological Society of America National Meeting; 2011 Docteur Honoris Causa de l'Université Toulouse III – Paul Sabatier; French Ministry of Education Award from the University Paul-Sabatier of Toulouse; 2011 Arthur L. Day Medal, The Geological Society of America; 2012 Elected Fellow, Geological Society of America; 2012 Elected to membership in the National Academy of Sciences; 2012 Soil Science Society of America (SSSA) Presidential Award; 2013 Penn State Faculty Scholar Medal

Colledge, Thomas: Assistant Professor of Engineering Design

Education: Ph.D. Agricultural and Biological Engineering. Minor: Instructional Systems, The Pennsylvania State University, University Park, P; M. Eng. Civil Engineering, The Pennsylvania State University; B.S. Civil Engineering, The Pennsylvania State University; B.S. Mathematics Education and Science (Biology), The Pennsylvania State University

Academic experience: Faculty — Humanitarian Engineering and Social Entrepreneurship (HESE); Editor-in-Chief — International Journal of Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship; Faculty Adviser — Society of Humanitarian Engineers and Social Entrepreneurs; Secretary - American Society of Engineering Education, Community Engagement Division

Overseas experience: Kenya, Nigeria, El Salvador, Jamaica, Grenada, Nicaragua

Language(s): Swahili (fluent); Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 80

Area, international studies courses taught: ABE 402: Transport Processes for Biological Production; ASM 221: Agricultural Systems Management; ASM 428: Electric Power and Instrumentation for Agriculture; CDEV 470: Comparative Community Development; EDSGN 100: Engineering Design and Graphics; EDSGN 497C: Engineering Design in Developing Communities; ENGR 097: Humanitarian Engineering

Research and training specialization: Development of research efforts for undergraduate students which focused on solving problems of marginalized communities.

Select recent publications: Colledge, T.H., *Cognitive Foundations of Engineering Design/Build Service Learning Projects*. Proceedings from Engineering Design at Catholic Universities. Spring, 2005; Snyder, Benjamin J., J. Bussard, J. Dolak, T. Weiser, T. Colledge. *A Portable Sisal Decorticator for Kenyan Farmers*, The International Journal for Service Learning in Engineering. Vol. 1, No. 2, September, 2006; Colledge, T.H., *Development of a Certificate Program in Engineering Service Learning and Entrepreneurship*. NCIIA Annual Proceedings, 2007.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Lawrence J. Perez Student Advocate Award—Penn State College of Engineering; Leadership and Service Award—Penn State College of Education; W. LaMarr Kopp International Achievement Award -- Penn State Global Programs; Tau Beta Pi—Engineering Honor Society

Crane, Robert: Professor of Geography, Director, Alliance for Education, Science, Engineering, and Development in Africa

Education: Ph.D., University of Colorado at Boulder, 1981; M.A., University of Colorado at Boulder, 1978; B.A., University of Reading, England, 1976

Academic experience: July 2009 – June 2013: Co-Principal Investigator (with Michael Mann, Matthew Thomas, Andrew Reed and Ottar Bjornstad, the Pennsylvania State University), Quantifying the Influence of Environmental Temperature on Transmission of Vector-Borne Diseases (NSF, \$1,884,991); 1990- 1993: Associate Director, Earth System Science Center; 1993-2007: Associate Dean for Education, College of Earth and Mineral Sciences; 2006-2007: Interim Dean, College of Earth and Mineral Sciences; 2007-Present: Director, Alliance for Education, Science, Engineering and Development in Africa, The Pennsylvania State University.

Visiting Positions: 1980: Visiting Scientist, NASA Goddard Space Flight Center; 2000: Visiting Professor, University of Cape Town, South Africa.

Overseas experience: Extensive work in Africa and the Caribbean

Language(s): Spanish (fluent); Afrikaans (intermediate reading and speaking); Xhosa (beginner reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: African Climate Change; Climate Change; Coral Reef Systems; The Earth System; Global Change in Local Places; Coral Reef Environments; and Environmental Justice in South Africa

Research and training specialization: climatology; regional scale climate change; African climates

Select recent publications: Hewitson, B. C., R. Wilby, and R. G. Crane. Answering Questions on Empirical Downscaling Methodologies. 10th International Meeting on Statistical Climatology, Beijing, August 2007; Hewitson, B. C. and R. G. Crane. Consensus between GCM climate change projections with empirical downscaling: Precipitation downscaling over South Africa. *Int. J. Climatology*, 26:1315-1337 (2006).

Ding, Min: Smeal Professor of Marketing and Innovation

Education: Ph.D., Marketing (2nd concentration in healthcare management), Wharton School, University of Pennsylvania, 2001; Ph.D., Molecular, Cellular, and Developmental Biology, Ohio State University, 1996; B.S., Genetics and Genetic Engineering, Fudan University, 1989

Academic experience: Advisory Professor of Marketing Director, Institute for Sustainable Innovation and Growth (iSIG), School of Management, Fudan University; College of Business and Economics, The Australian National University; College of Business, City University of Hong Kong; Sloan School of Management, MIT

Overseas experience: China

Language(s): Mandarin (fluent)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: MKTG542, New Product Development; MKTG450w, Marketing Management; MKTG497B, Sustainability and Innovation

Research and training specialization: (1) Artificial Empathy, mainly based on analysis of video and audio data, and marrying the computer science and marketing disciplines. (2) Fair Development, a new conceptual framework he proposed as a replacement for Sustainable Development (The Bubble Theory, Min Ding, 2013, Springer). He posits firms should see the demand for Fair Development as business opportunities, and innovate accordingly and capture such values. and (3) China

Select recent publications: Ding, M. and J. Xu (2014) *The Chinese Way*, Routledge; Ding, M., (2013) *The Bubble Theory – Towards the Framework of Enlightened Needs and Fair Development*, Springer. Chinese Edition (2013), Fudan University Press, Shanghai, China.

Number of dissertations or theses supervised in past five years:

Distinctions/awards: 2012 William R. Davidson Award for the best paper published in the Journal of Retailing during the two previous years; 2010 Finalist, O'Dell Award, Journal of Marketing Research; 2008 Finalist, Paul E. Green Award, Journal of Marketing Research; 2007 Harold H. Maynard Award, for significant contribution to marketing theory and thought in Journal of Marketing

Easterling, William: Dean, College of Earth and Mineral Science

Education: Ph.D. Geography-Climatology, University of North Carolina at Chapel Hill, December 1984; M.A. Geography-Industrial Location Economics, University of North Carolina at Chapel Hill, 1980; B.A. Geography and History, University of North Carolina at Chapel Hill, 1976

Academic experience: Easterling, W. E. 1997. Climate Change and Hunger. Walter Orr Roberts Memorial Lecture, Aspen Global Change Institute, Aspen, CO; Easterling, W. E. 1997. How Climate and Climate Change Impact People and the Way They Live. Invited presentation to the Joint White House-National Oceanic and Atmospheric Administration Briefing to Broadcast Weathercasters, Washington D. C. (followed by panel discussion with President Bill Clinton and Vice President Al Gore in preparation for Kyoto Protocol meetings) Easterling, William E. 2000. Scales of Climate Variability and Agricultural Production: Can Ever the Twain They Meet? Invited presentation in the Brown Memorial Lecture Series on Scale in Geography in Commemoration of the 75th Anniversary of the Founding of the Department of Geography, University of Minnesota, Minneapolis.

Area, international studies courses taught: Agricultural Meteorology 907: Agricultural Climatology (at Nebraska) Geography 30: Human-Environment Relations; Geography 406: Human Use of the Environment; Geography 597A: Spatial Dimensions of Industrial Ecology; Geography 597A: Issues of Scale in Environmental Geography; Geography 408w: Human Dimension of Global Climate Change *Research and training specialization:*

Number of dissertations or theses supervised in past five years: 7

Distinctions/awards: co-awarded the 2007 Nobel Peace Prize with former Vice President Al Gore; Nominator, John D. and Catherine T. MacArthur Foundation Fellows Program, 2009-present; Fellow, American Association for the Advancement of Science, elected 2010 for contributions to climate change science.

Farber, Darryl: Assistant Professor Science, Technology, and Society; Affiliate Faculty, School of International Affairs; Research Associate, The Thomas D. Larson Pennsylvania Transportation Institute
Education: Ph.D. Penn State 1999; M.S. Penn State 1989; B.S. (honors); Cornell, 1984.
Academic experience: 2001-2002 Project Associate/visiting lecturer, Harvard-Singapore Program, National University of Singapore, AY; 1999-2001, Post doctoral Research Associate, Harvard University
Overseas experience: Singapore, Taught AY 2001-2002 at the graduate Public Policy Programme, (now the Lee Kuan Yew School of Public Policy) National University of Singapore
Language(s): French (beginner)
Percent of time dedicated to area/international studies courses taught: 20
Research and training specialization: Socio-technical systems analysis, multiple-stakeholder decision making and negotiation, and scenario planning for energy and environment.
Select recent publications: Farber, Darryl and Akhlesh Lakhtakia. 2009. Scenario planning and nanotechnological futures. *European Journal of Physics*, 30: S3-S15; Farber, Darryl, Martin T. Pietrucha, and Akhlesh Lakhtakia. 2008. Systems and scenarios for a philosophy of engineering. *Interdisciplinary Science Reviews*
Number of dissertations or theses supervised in past five years: 3
Distinctions/awards: First Prize Poster, Developing Policy Scenarios for a Pennsylvanian Hydrogen Clean Energy Cluster (with Steve Potashnik), April 2003.

Fisher-Vanden, Karen: Associate Professor of Environmental and Resource Economics
Education: Harvard University, Public Policy (Major Field: Environmental and Resource Economics and Policy), Ph.D., 1999; University of California, Los Angeles—Anderson Graduate School of Management, Decision Sciences, M.S., 1990; University of California, Davis, Mathematics/Computer Science and Economics, B.S. and B.A., 1985
Academic experience: 2008- Associate Professor of Environmental and Resource Economics, Dept of Ag. Econ and Rural Soc., Pennsylvania State University; 2007-2008 Associate Professor (with tenure) of Environmental Studies, Dartmouth College; 1999-2007 Assistant Professor of Environmental Studies, Dartmouth College; 2003-2005 Research Scholar, Rockefeller Center for the Social Sciences, Dartmouth College; 1997-2001 Research Fellow, Center for Business and Government, John F. Kennedy School of Government, Harvard University.
Overseas experience: China
Language(s): Mandarin (Fluent)
Percent of time dedicated to area/international studies courses taught: 50
Area, international studies courses taught: ERRE 497A: Environmental Economics, Policy, and Management
Research and training specialization: economic and integrated assessment modeling for climate change policy analysis; economic instruments for pollution control; and technology development in developing countries (in particular, China) and implications for energy use and carbon emissions
Select recent publications: Fisher-Vanden, K. and S. Olmstead, 2013, "Moving Pollution Trading from Air to Water: Potential, Problems, and Prognosis," *Journal of Economic Perspectives*, 27(1): 147-172; Fisher-Vanden, K., G. Jefferson, H. Liu, and Q. Tao, 2004 "What is Driving China's Decline in Energy Intensity?" *Resource and Energy Economics*, 26(1), 77-97.
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: 2011-2012 Consultant, World Bank, DECRG: Environment & Energy; 2010-2012 Principal Investigator, Pacific Northwest National Laboratory (PNNL), "Support for the Second Generation Model (SGM) Development," \$300,000.

Furman, Tanya: Professor; Associate Vice President and Associate Dean for Undergraduate Education
Education: 1982 B.S.E. Civil Engineering Princeton University (magna cum laude); 1989 Ph.D. Geochemistry Massachusetts Institute of Technology/Woods Hole Oceanographic Institution Joint Program
Academic experience: 2013- Associate Vice President & Associate Dean for Undergraduate Education; 2010- Director, Earth and Space Science Partnership; 2007-2013 Assistant Vice President & Associate Dean for Undergraduate Education; 2005- Professor, Department of Geosciences, Pennsylvania State University; 2005- 2006 Acting Director, Alliance for Earth Science, Education and Development in Africa, Pennsylvania State University; *Seminars:* Geochemical signals of progressive continental rapture in the East African Rift. Rutgers University (2003); Volcanism in the African Rift. Presentation to parents and families of Schreyer Honors College students (2003).
Overseas experience: East Africa
Language(s): Swahili (advanced reading and speaking)
Percent of time dedicated to area/international studies courses taught: 80
Research and training specialization: Geochemistry; Igneous Petrology; Mantle Evolution
Select recent publications: Mana S, Furman T, Carr MJ, Mollel GF, Mortlock RA, Feigenson MD, Turrin B & Swisher III CC 2012. Geochronology and geochemistry of the Essimigor volcano: melting of metasomatized lithospheric mantle beneath the North Tanzanian Divergence Zone (East African Rift), Lithos; Nelson WR, Furman T, van Keken PE, Shirey SB & Hanan B 2012. Os-Hf isotopic insight into mantle plume dynamics beneath the East African Rift System. Chemical Geology, 320-321, 66-79.
Number of dissertations or theses supervised in past five years: 5
Distinctions/awards: Achieving Woman Award, Penn State Commission for Women (2012); CIC-Academic Leadership Program Fellowship (2006-2007); Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (2005); Pennsylvania State University e-Education Fellowship (2006-2007)

Fonseca, Federico: Interim Associate Dean for Education; Associate Professor of IST; Affiliate Assistant Professor of Geography
Education: 2001 Ph.D. in Spatial Information Science and Engineering at the University of Maine; 1997 Master's of Public Administration and Computer Science from the Government School of the Joao Pinheiro Foundation, Minas Gerais, Brazil; 1978 B.S. in Mechanical Engineering from the Catholic University of Minas Gerais, Brazil; 1977 Advanced Degree in Data Processing Technology from the Federal University of Minas Gerais, Brazil.
Academic experience: 2012 – present, Co-Director of the Center for Innovation in Online Learning – College of Information Sciences and Technology – Penn State University; 2010 – 2012, Associate Dean for Undergraduate Studies – College of Information Sciences and Technology – Penn State University; 2007 – present, Associate Professor – College of Information Sciences and Technology – Penn State University; 2001, Joint Researcher at National Center for Geographic Information and Analysis, University of Maine. Funded by a NASA/EPSCoR Grant.
Overseas experience: Brazil
Language(s): Portuguese (native language); English (fluent)
Percent of time dedicated to area/international studies courses taught: 20
Area, international studies courses taught: IST311 - Object Oriented Design and Software Applications
Research and training specialization: the flow of information from its conceptualization in human minds to its implementation is computer applications. Currently he is studying the process surrounding the conceptualization, design, and instantiation of online courses
Select recent publications: “Using ontologies for integrated geographic information systems,” FT Fonseca, MJ Egenhofer, P Agouris, G Câmara Transactions in GIS 6 (3), 231-257; “Information policies and open source software in developing countries.” G Camara, F Fonseca Journal of the American Society for Information Science and Technology 58 (1)
Number of dissertations or theses supervised in past five years: 6
Distinctions/awards: 2006 UCGIS Research Award; 2005 The George McMurtry Excellence in Teaching and Learning Award; 2000 NASA/EPSCoR Grant

Forest, Chris: Associate Professor of Climate Dynamics, Department of Meteorology, Penn State University

Education: Ph.D. in Meteorology, February 1996, Massachusetts Institute of Technology; B.S. 1990, University of Wisconsin - Madison

Academic experience: 2008 – Present: Associate Professor of Climate Dynamics, Department of Meteorology; 1999-2008: Research Scientist, Joint Program on the Science and Policy of Global Change, MIT; C.E. Forest and W. Li, Exploring sensitivity of regional information from global climate models to model resolution and structure, Geophysical Research Abstracts, 12:EGU2010-11746, 2010.

Overseas experience: UK

Percent of time dedicated to area/international studies courses taught: 74

Area, international studies courses taught: Fall 2011: Pennsylvania State University, METEO 597b – Climate Dynamics of the Earth, Meteorology 597i; Spring 2011: Pennsylvania State University, METEO 474 – Computer Methods in Meteorological Analysis and Forecasting.

Research and training specialization: MIT Integrated Global System Model to examine the uncertainty of climate projections and their relation with uncertainty in forcing parameters as well as climate system feedbacks controlling both the magnitude and rate of the response.

Select recent publications: Schlosser, A., X. Gao, K. Strzepek, A. Sokolov, C. Forest, S. Awadalla and W. Farmer, Quantifying the Likelihood of Regional Climate Change: A Hybridized Approach, J. Climate, in press, 2012.; Libardoni, A. G., and C. E. Forest, Sensitivity of distributions of climate system properties to the surface temperature dataset, Geophys. Res. Lett., 38, L22705, doi:10.1029/2011GL049431, 2011.

Number of dissertations or theses supervised in past five years: 6

Gorenflo, Larry: Professor of Landscape Architecture Faculty-in-Charge, Environmental Inquiry Minor

Education: B.A., Anthropology, The Pennsylvania State University, 1979 (With Highest Distinction) M.A., Anthropology, The University of Michigan, 1981 Ph.D., Geography, University of California, Santa Barbara, 1985

Academic experience: 2012-Present Faculty in Charge, Environmental Inquiry Minor (University-wide), The Pennsylvania State University, University Park, PA; 2007-Present Associate Professor, Department of Landscape Architecture, The Pennsylvania State University, University Park, PA; 2003-2007 Director, Human Dimensions of Biodiversity, Center for Applied Biodiversity Science, Conservation International, Washington, DC

Overseas experience: Bonaire, Cambodia, Colombia, Costa Rica, Dominican Republic, Equatorial Guinea, Haiti, Honduras, Mexico, Micronesia (Chuuk, Marshall Islands, Palau, Pohnpei, Yap), Nicaragua, Peru, Tanzania, Venezuela

Language(s): English (fluent speaking, reading, writing); Spanish (speaking, reading, writing); Portuguese, French (proficient reading).

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: cultural ecology seminars; depth studio, seminar, and colloquium; service-learning in Tanzania

Research and training specialization: His research interests focus on how people adapt to their natural and cultural surroundings, in both present and past contexts and at scales usually ranging from landscapes to regions. Much of this work involves how people use geographic space and often employs geographic information system technology, with the ultimate aim to inform landscape design.

Select recent publications: Gorenflo, L.J., Brelsford, T., and Adduci, J.J. (n.d.) Estimating Subsistence and Sport Harvests in the Vicinity of the Trans-Alaska Pipeline System. For submission to Arctic (manuscript undergoing final revisions, December 2012). Gorenflo, L.J., Warner, D.B., and Dandonoli, P. (n.d.) Identifying Potential Collaborations in Water Development and Biodiversity Conservation. For submission to World Development (manuscript undergoing final revisions, December 2012).

Number of dissertations or theses supervised in past five years:

Distinctions/awards: Pacesetter Award, Environmental Assessment Division, Argonne National Laboratory, for contributions to Trans-Alaska Pipeline Environmental Impact Statement, 2004; Laboratory Director Award, Argonne National Laboratory, for contributions to Trans-Alaska Pipeline Environmental Impact Statement, 2004

Hirth, Kenneth: Professor of Anthropology

Education: B.B.A., Marketing, University of Wisconsin-Milwaukee, 1971; M.A., Anthropology, University of Wisconsin-Milwaukee, 1972; Ph.D., Anthropology, University of Wisconsin-Milwaukee, 1974

Academic experience: 2011-present Editor, Ancient Mesoamerica. Cambridge University Press Journal; 1993-present Professor, Dept. of Anthropology, Pennsylvania State University, University Park; 1991-1993 Professor, Department of Anthropology, University of Kentucky, Lexington; 1987-1991 Director, Latin American Studies Program, University of Kentucky, Lexington

Overseas experience: 35 years of active fieldwork in Latin America

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 80

Area, international studies courses taught: ANTH 451 Economic Anthropology; ANTH 456 Cultural Ecology; ANTH 008 Aztecs, Mayas, and Incas; ANTH 009 Rise of Civilization in the Old World

Research and training specialization: exchange systems, craft production, settlement pattern studies, and preindustrial urbanism, political economy and how forms of resource control lead to the development of structural inequalities within society

Select recent publications: 2013 *Merchants, Markets and Exchange in the Pre-Columbian World*. Edited by Kenneth Hirth and Joanne Pillsbury, Dumbarton Oaks Library and Research Collection, Washington D.C.; 2011

Producción Artesanal y Especializada en Mesoamerica: Áreas de Actividad y Procesos Productivos. Edited by Linda Manzanilla and Kenneth Hirth, Universidad Nacional Autónoma de México, Mexico City.

Number of dissertations or theses supervised in past five years:

Distinctions/awards: 2010 Senior Fellowship, Dumbarton Oaks Library and Research Collection, Washington D.C. (Summer); 2000 The Chairman's Award, For Career Achievement in Archaeology, Council for Research and Exploration, The National Geographic Society; 1998 The Society of American Archaeology Excellence in Lithic Studies Award

Hinrichs, Clare: Professor of Rural Sociology Rural Sociology Graduate Program Coordinator

Education: Ph.D. 1993 Cornell University, Ithaca, New York. Field: Development Sociology; M.P.S. 1986 Cornell University, Ithaca, New York. Field: Communication; B.A. 1979 Goddard College, Plainfield, Vermont. Field: Liberal Arts (concentration in world literature and folk studies).

Academic experience: 2013-present Professor, Department of Agricultural Economics, Sociology and Education, Pennsylvania State University; 2004-2013 Associate Professor, Department of Agricultural Economics and Rural Sociology, Pennsylvania State University; 2003-2004 Associate Professor, Department of Sociology, Iowa State University.

Overseas experience: United Kingdom

Percent of time dedicated to area/international studies courses taught: 25-50

Area, international studies courses taught: RSoc 597B: Sustainability: Frameworks, Theories, and Practice; RSoc 597C: Qualitative Research Methods; CED 475: Community, Environment and Development Integrated Capstone

Research and training specialization: Sociology of agriculture and food systems, environmental and natural resource sociology, development sociology, economic sociology.

Select recent publications: Hinrichs, C. Clare. 2014. Transitions to sustainability: A change in thinking about food systems change? *Agriculture and Human Values* 31: 143-155; Hinrichs, Clare and Liz Charles. 2012. Local food systems and networks in the US and the UK: Community development considerations for rural areas. Pp. 156-176 in *Rural Transformations and Rural Policies in the UK and US*, edited by M. Shucksmith, D. Brown, S. Shortall, M. Warner and J. Vergunst. Routledge Series on Development and Society.

Number of dissertations or theses supervised in past five years: 10

Distinctions/awards: Excellence in Research Award. Agriculture, Food and Human Values Society, 2011; ESRC – SSRC Visiting Fellowship, Rural Economy and Land Use Programme, Centre for Rural Economy, University of Newcastle, UK, 2006; Team Award (received jointly with members of Alternative Swine Production Systems Research Initiative Team), College of Agriculture, Iowa State University, 2002;

Hudson, Peter: Willaman Professor of Biology, Director of Huck Institutes of Life Sciences

Education: D.Phil., University of Oxford, Magdalen College, Edward Gray Institute of Ornithology, 1979; B.Sc. (Honors), University of Leeds, 1974.

Percent of time dedicated to area/international studies courses taught: 25

Research and training specialization: Population dynamics of infectious diseases in wildlife and the dynamics of parasite community structure.

Select recent publications: Grear, D. A. and P. Hudson. 2011. The dynamics of macroparasite host-self-infection: a study of the patterns and processes of pinworm (oxyuridae) aggregation. *Parasitology* 138(5): 619-627; Keesing, F., L. K. Belden, P. Daszak, A. Dobson, C. D. Harvell, R. D. Holt, P. Hudson, et al. 2010. Impacts of biodiversity on the emergence and transmission of infectious diseases. *Nature* 468(7324): 647-652; Luong, L. T., S. E. Perkins, D. A. Grear, A. Rizzoli, and P. J. Hudson. 2010. The relative importance of host characteristics and co-infection in generating variation in *Heligmosomoides polygyrus* fecundity. *Parasitology* 137(6): 1003-1012.

Number of dissertations or theses supervised in past five years: 8

Distinctions/awards: Elected Fellow of the Royal Society, 2008; Carlton Herman Prize, 2006; Distinguished Ecologist award, Colorado State University, 2004

Hunt, Carter: Assistant Professor, Dept. of Recreation, Park and Tourism Management

Education: 2009-2012; Ph.D., Texas A & M University, Recreation, Park and Tourism Science (Tourism Resource Development), 2009; M.S., Texas A & M University, Recreation, Park and Tourism Science (Natural Resource Management), 2003 B.A., University of Kentucky, Psychology, 1997

Academic experience: Reports: Hunt, C.A., Menke, C.M., & Durham, W.H. (2013). Sustainable Development Centered on Human Well-being in Osa and Golfito, Costa Rica: A Social Diagnostic Analysis. Iniciativa Osa y Golfito (INOGO). Stanford Woods Institute for the Environment. Stanford University; Driscoll, L., Hunt, C., Honey, M., & Durham, W. (2011). Assessing the Importance of Ecotourism as a Development and Conservation Tool in the Osa Peninsula, Costa Rica. Center for Responsible Travel & Tinker Foundation.

Overseas experience: Costa Rica, Ecuador, Nicaragua

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 50-75

Area, international studies courses taught: RPTM 497a: Social & Environmental Sustainability: Applications in the Tourism Industry

Research and training specialization: Tourism-supported biodiversity conservation and sustainable community development, impacts of tourism on both destination communities and on travelers, environmental anthropology, Latin America.

Select recent publications: Hunt, C. & Stronza, A. (2013). Stage-based Tourism Models and Resident Attitudes Towards Tourism in an Emerging Destination in the Developing World. *Journal of Sustainable Tourism*; Hunt, C. & Durham, W. (2012). Shrouded in a Fetishistic Mist: Commoditization of Sustainability in Tourism. *International Journal of Tourism Anthropology*, 2:4, 330-347.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: Postdoctoral Fellow, Environmental Anthropology, Stanford University, Department of Anthropology & Woods Institute for the Environment

Jacobson, Michael: Professor of Forest Resources

Education: B.A., University of Connecticut (1984); M.E.M, Duke University (1990); Ph.D., North Carolina State University (1997)

Academic experience: Extraordinary Professor at Stellenbosch University in South Africa in 2007.

Between earning degrees, Michael has worked on international forest policy and economics at the World Bank, USDA International Forestry, and Tropical Forest Foundation. He was a Peace Corps volunteer in Lesotho from 1986-1988.

Overseas experience: South Africa, Mozambique, Malawi, Namibia, Guinea, Uganda, Ethiopia, Indonesia, Bangladesh, and Costa Rica

Language(s): Chewa (intermediate reading and speaking); Afrikaans (intermediate reading and speaking); Spanish (intermediate reading and speaking)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Forest Conservation and Economics FOR 440; Agroforestry FOR 418; Global Forest Conservation FOR 488

Research and training specialization: Bioenergy, sustainable forestry; forest economics, finance, policy, and taxes; agroforestry and non timber forest products; gas taxation, forest certification and incentive programs; and international forestry.

Select recent publications: Kar, S. and M. Jacobson. 2011. Non timber forest products (NTFP) income contribution to household economy and related socio-economic factors: Lessons from Bangladesh. *Forest Policy and economics* 14 (1): 134-142; Kelso, A. and M. Jacobson. 2011. Community Assessment of Agroforestry Opportunities in GaMothiba, South Africa. *Agroforestry Systems*. 83(3):267-278

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: NE Sun Grant Willow Genetic Improvement project

King, Brian: Associate Professor, Dept. of Geosciences

Education: Ph.D. Geography with a Certificate in Development Studies, University of Colorado at Boulder, 2004; M.A. Geography, University of Colorado at Boulder, 1999; B.A. Environmental Studies with Honors, Bucknell University, 1995

Academic experience: Assistant Professor, Department of Geography, The Pennsylvania State University, August 2008 – June 2012; Assistant Professor, Department of Geography and the Environment, The University of Texas at Austin, August 2004 – August 2008; Faculty Research Associate, Population Research Center, The University of Texas at Austin, June 2007 – August 2008

Overseas experience: South Africa, Brazil, Botswana

Language(s): Intermediate Portuguese and beginning SiSwati

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Societies and Environments in the new South Africa (GEOG 497), Geographies of Justice (GEOG 497c); Political Ecologies of Health (GEOG 530)

Research and training specialization: the impacts of conservation and development in Southern Africa, social and environmental justice, and the intersections between livelihoods, health and environment

Select recent publications: In progress King, B. *States of Disease: Political Environments and Human Health*. Under contract with the University of California Press; 2013 King, B., and K.A. Crews (editors) *Ecologies and Politics of Health*. London: Routledge Press. 2007 King, B.H., and B. McCusker, Guest Editors. *Environment and development in the former South African bantustans*. *The Geographical Journal* 173(1): 6-74.

Number of dissertations or theses supervised in past five years: 5

Distinctions/awards: Recipient of the University of Texas Jean Holloway Award for Excellence in Teaching. 2007; Terry Jordan-Bychkov Award for Best Student Paper from the Cultural Geography Specialty Group for “Conservation and community in the former KaNgwane homeland: A case study of the Mahushe Shongwe Game Reserve, South Africa.” Association of American Geographers Annual Meeting, Philadelphia, PA.

Kleit, Andrew: Professor of Energy and Environmental Economics; MICASU Faculty Fellow in Energy, Environmental and Mineral Economics

Education: Yale University, New Haven CT. Ph.D in Economics, 1987, M.Phil., 1987, M.A. 1983; Middlebury College, Middlebury VT. B.A. cum laude in Mathematics and Political Science, 1982

Academic experience: Professor of Energy and Environmental Economics July 2002-Present, holding a joint appointment in the Meteorology and Energy and Mineral Engineering Departments in the College of Earth and Mineral Sciences at Penn State. Courtesy Professor, School of International Affairs July 2009 – Present. Associate Professor of Energy and Environmental Economics, July 1998 to June 2002, Research Associate, the Center for Health Care and Policy Research, July 1998 to present, MICASU Fellow in Energy, Environmental and Mineral Economics, September 2003 to Present, Program Officer, Energy Business and Finance, 2004-Present.

Overseas experience: East Asia

Language(s): Chinese (advanced proficiency)

Percent of time dedicated to area/international studies courses taught: 50-75

Area, international studies courses taught: Global Business Strategies Minor courses; ENNEC 484W Energy Economics

Research and training specialization: Energy and Environmental Economics, Antitrust, Health Care

Select recent publications: “Addressing criticality for rare earth elements in petroleum refining: The key supply factors approach,” (with Nieto and Guelly), Resources Policy 38 (2013) 496–503; “Resource Adequacy Reliability and the Impacts of Capacity Subsidies in Competitive Electricity Markets” (with R.J. Briggs), Energy Economics 40 (2013) 297-305; “Effect of increased wind penetration on system prices in Korea’s electricity markets” (with Shcherbakova, A., Blumsack, S., Cho, J. and Lee, W.). Wind Energy. doi: 10.1002/we.1645 (2013)

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Senior Economic Adviser to the Director for Investigation and Research, Consumer and Corporate Affairs Canada, Ottawa/Hull, Canada, September 1991 - August 1992.

Korostoff, Neil: Associate Professor of Landscape Architecture

Education: University of Pennsylvania - 1975 - B.A. in Urban Studies University of Pennsylvania, Graduate School of Fine Arts - 1985 - Masters in Landscape Architecture

Academic experience: vice chair of the faculty senate and as a member of the student life committee’s university hearing board for judicial affairs. Among his various service roles, he serves on the department’s study abroad program in Bonn, Germany.

Overseas experience: Germany, Turkey

Language(s): German (fluent)

Percent of time dedicated to area/international studies courses taught: 25-50

Research and training specialization: Research interests include urban design and planning for cities in developing countries, urban and regional planning in Turkey, informal urban settlements in developing countries, post-mining reclamation and development - public policy and reclamation methods, park management in developing countries, sustainable design, watershed planning and management, native plant communities in landscape design, and student life issues in higher education.

Distinctions/awards: Fulbright Senior Scholar at Istanbul Technical University in Turkey.

Lei, Zhen: Assistant Professor of Energy and Environmental Economics

Education: Ph.D. (Agricultural and Resource Economics), University of California at Berkeley, 2009; Ph.D. (Chemistry and Pharmaceutical Sciences), Peking University Health Sciences Center, 2000; M.S. (Organic Chemistry), Chinese Academy of Sciences, 1997; B.S. (Chemistry), Wuhan University, 1993

Academic experience: professional organizations: American Economic Association; Agricultural and Applied Economics Association; The Society for Empirical Legal Studies; Chinese Economists Society; The International Workshop on Analyzing Policy Impacts on Biotechnology, Innovation Using Patent Data, Washington, D.C., March, 2014; The 36th Annual IAEE International Conference, Daegu, Korea, June, 2013.

Overseas experience: China

Language(s): English (Fluent); Chinese (Native)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: EBF 401 - Strategic Corporate Finance for the Earth, Energy, and Materials Industries (3); ENNEC 100 - Introduction to Energy and Earth Sciences Economics (3); ENNEC 484 - Energy Economics (3)

Research and training specialization: Economics of innovation, intellectual property policy and entrepreneurship, esp. in U.S. and China; Energy and environmental economics; Science and technology policy; Empirical econometrics

Select recent publications: Drivas, Kyriakos, Zhen Lei, Steve Merrill and Brian D. Wright, "Technology Transfer: Industry-funded Academic Inventions Boost Innovation," *Nature*, 2014, 507, 297-299; Oh, Sooyoung, Zhen Lei, Wang-Chien Lee, and John Yen. "Patent Evaluation Based on Technological Trajectory Revealed in Relevant Prior Patents," The 18th Pacific- Asia Conference on Knowledge Discovery and Data Mining (PAKDD 2014), Tainan, Taiwan, May 13-16, 2014.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: National Science Foundation Grant, "Impacts of Greater Public Accessibility to Federally Funded Research Publications: Evidence from the NIH Public Access Policy", Principle Investigator, Principle Investigator, \$619,768.00, 6/1/2014-5/30/2017.

Mann, Michael: Distinguished Professor of Meteorology; Joint Appointment with the Department of Geosciences; Director, Earth System Science Center

Education: 1998 Ph.D. Yale University, Department of Geology & Geophysics; 1993 M.Phil. Yale University, Department of Geology & Geophysics; 1991 M.Phil. Yale University, Department of Physics; 1991 M.S. Yale University, Department of Physics; 1989 A.B. (double), University of California-Berkeley, Applied Math, Physics (Honors)

Academic experience: 2005- Director, Earth System Science Center (ESSC), Pennsylvania State University; 1999-05 Assistant Professor, University of Virginia, Department of Environmental Sciences; 1998-99 Research Assistant Professor, University of Massachusetts, Department of Geosciences

Overseas experience: Antarctica

Percent of time dedicated to area/international studies courses taught: 80-100

Area, international studies courses taught: EARTH 2 The Earth System and Global Change EM SC 100S; Climate Change and Potential Societal Impacts (1st year seminar); ENNEC 472 Quantitative Analysis in the Earth Sciences; METEO 469 From Meteorology to Mitigation: Understanding Global Warming

Research and training specialization: (1) Climate signal detection and climate change attribution; (2) Statistical and time series analysis methods; (3) High-resolution paleoclimate reconstruction; (4) Study of forced and internal variability in coupled ocean-atmosphere models; and model/data intercomparison; (5) Coupled ocean-atmosphere modeling; (6) Use of climate scenarios to drive process-oriented models of environmental phenomena

Select recent publications: Mann, M.E., *The Hockey Stick and the Climate Wars: Dispatches From the Front Lines* (paperback edition with new foreword and additional chapter), Columbia University Press, 423 pp, 2013; Mann, M.E. and Kump, L.R., *Dire Predictions: Understanding Global Warming*, Pearson/DK, 208 pp, 2008.

Number of dissertations or theses supervised in past five years: 5

Distinctions/awards: He contributed, with other IPCC authors, to the award of the 2007 Nobel Peace Prize. He was awarded the Hans Oeschger Medal of the European Geosciences Union in 2012 and was awarded the National Conservation Achievement Award for science by the National Wildlife Federation in 2013. He made Bloomberg News' list of fifty most influential people in 2013.

McClure, Sarah: Assistant Professor of Anthropology

Education: B.A. equivalent Albert-Ludwigs-Universität, Freiburg, Germany, 1997; M.A. University of California, Santa Barbara, 1999; Ph.D. University of California, Santa Barbara, 2004

Academic experience: 2011-present Research Associate, National Museum of Natural History, Smithsonian Institution; 2008-2011 Assistant Professor, Department of Anthropology, University of Oregon; 2008-2011 Associate Director of Public Programs, Museum of Natural and Cultural History, University of Oregon

Overseas experience: western Mediterranean and the Adriatic; Spain; Croatia

Language(s): Spanish (fluent); Croatian (intermediate speaking and reading)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: European Prehistory; The Archaeology of Domesticated Animals

Research and training specialization: environmental and social impacts of early farming societies, particularly questions of human-animal interactions, changes in land use through time, the role of local and regional exchange networks, ceramic technology, food consumption, and the emergence of social inequality.

Select recent publications: 2011 S. B. McClure, *Learning Technology: Cultural Inheritance and Neolithic Pottery*

Production in the Alcoi Basin, Alicante, Spain. Oxford: British Archaeological Reports; 2011 J. Erlandson and S.

McClure (eds.), *10,000 Years of Shoes: Photographs* by Brian Lanker, University of Oregon Press; 2009 S.

Schmich and S. B. McClure (eds.), *The Iberian Pleistocene-Holocene Transition*. Special issue of Journal of Anthropological Research 65(2).

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Director, the Zooarchaeology Laboratory; Director, The Ceramic Analysis Lab

McDonald, Bryan: Assistant Professor of History

Education: Ph.D., University of California, Irvine, 2008; M.A., Virginia Tech, 1999; B.A., Virginia Tech, 1997

Academic experience: 2012 – Present, Assistant Professor, Department of History, Pennsylvania State University; 2010 – 2012, Assistant Professor, Science, Technology and Society Program, Pennsylvania State University

Overseas experience: Germany

Language(s): German (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: American Food System: History, Technology, and Culture (HIST 230/STS 230/NUTR 230); Nature and History (HIST 110); The Politics of the Ecological Crisis (STS 135/PLSC 135)

Research and training specialization: My work examines how interactions between humans and the environment have changed the landscape of challenges to the security of nations and people since the end of World War II with a particular interest in the origins and implications of the rise of a network of global food systems.

Select recent publications: *Food Security*. Cambridge: Polity Press, 2010; Co-editor with Richard A. Matthew, Jon Barnett, and Karen L. O'Brien. *Global Environmental Change and Human Security*. Cambridge, MA: The MIT Press, 2009; Co-editor with Richard A. Matthew and Kenneth R. Rutherford. *Landmines and Human Security: International Politics and War's Hidden Legacy*. Albany, NY: State University of New York Press, 2004; paperback, 2006.

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: Residential Fellowship, Institute for the Arts and Humanities, The Pennsylvania State University, 2013-2014; Postdoctoral Scholar, Center for Unconventional Security Affairs, University of California, Irvine, 2008-2010; Justice Stephen K. Tamura Fellowship, School of Social Ecology, University of California, Irvine, 2006-2007

Mithra, Jr., Timothy Michael: Associate Professor of Landscape Architecture

Education: 1994 B.A., Anthropology, University of Central Florida; 1997; M.A., Anthropology, Penn State University; 2002 Ph.D., Anthropology, Penn State University

Academic experience: French, Kirk, Timothy Murtha, David Webster and Christopher Duffy. 2013. Modeling the interplay of Land and Water at Tikal, Guatemala. 78th Society for American Archaeology Meetings. Honolulu, HI. April 4, 2013; Murtha, Timothy and Kirk French. 2013. Land, Water and Territory: A 3,000-year Study of Niche Construction and Culture Change at Tikal, Guatemala. Council of Educators of Landscape Architecture. Austin, TX. March 29, 2013.

Overseas experience: Central America; Northern Europe

Language(s): Spanish (proficient speaking, writing)

Percent of time dedicated to area/international studies courses taught: 25-50

Area, international studies courses taught: LARCH 510/424 – Seminar: Population and Landscape History in Lowland Central America

Research and training specialization: Settlement Patterns, Settlement Ecology, Demography and Landscape Archaeology; GIS, Integrated Modeling, and Spatial Analysis; Mesoamerica (lowland Maya) and Northern Europe (Orkney, Scotland)

Select recent publications: Webster, David and Timothy Murtha. in press. Fractious Farmers at Tikal. *In Tikal and Maya Paleoecology* ed by David Lentz. Cambridge University Press; Burnett, R.L., Terry, R.E., Sweetwood, R.V., Murtha, T., Webster, D., Silverstein, J., 2012. "Upland and lowland soil resources of the ancient Maya at Tikal, Guatemala," *Soil Science Society of America Journal* Vol. 76 No. 6, p. 2083-2096.

Number of dissertations or theses supervised in past five years: 3

Orland, Brian: Distinguished Professor of Landscape Architecture

Education: B.A. (Hons in Architecture), University of Manchester (1974) BArch, University of Manchester (1976) MLA, University of Arizona (1982) Architectural Registration, ARCUK (1977)

Academic experience: Head, Department of Landscape Architecture, The Pennsylvania State University. 2000-2008 Professor of Landscape Architecture, University of Illinois at Urbana-Champaign; 1982-2000 Faculty Fellow, National Center for Supercomputing Applications, 1999-2000; Visiting Research Fellow Centre for GIS and Modelling, Dept. of Geomatics, Univ. of Melbourne. 1989, 1996.

Overseas experience: Tanzania

Language(s): Swahili (fluent)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Tanzania study abroad program; colloquia and seminars, currently addressing "Between City", the landscape in which nearly 50% of the world's population still lives, taking care of the clean water, air and food needs of our growing urban centers.

Research and training specialization: Research interests include environmental perception and the computer modeling of environmental impacts. Current research includes studies of the effects of natural gas exploration and extraction on human health and studies of public perceptions of storm water management practices.

Select recent publications: 2013, Ram, N., M. Coccia, D. Conroy, A. Lorek, B. Orland, A. Pincus, M. Sliwinski, D. Gerstorf. *Watching How Behavioral Landscapes are Transformed by Life Circumstances: The Power of Burst Designs*. Research in Human Development; 2009, Orland, B., *Approaches for Assessing and Managing Rural Amenity Value*. International Symposium for Rural Future Vision and Amenity. National Academy of Agricultural Science, Republic of Korea.

Number of dissertations or theses supervised in past five years: 8

Distinctions/awards: 2013, Elected Fellow, Council of Educators in Landscape Architecture; 2012, Distinguished Professor of Landscape Architecture, Pennsylvania State University; 2012, Outstanding Administrator Award, Council of Educators in Landscape Architecture

Patel-Campillo, Anouk: Assistant Professor of Rural Sociology

Education: Ph.D., City and Regional Planning, Cornell University; M.P.S., International Development, Cornell University; B.A., Political Science and Spanish and Portuguese, U.C. Berkeley

Academic experience: 2012. Participant. Meeting of the Trans-Atlantic Rural Research Network (TARRN), Cornell University, May 8-9; 2012. Selected Participant. Fulbright Food Security Workshop, Penn State University, March 3; 2011. Participant. The Institute for Qualitative and Multi-Method Research (IQMR). The Maxwell School of Syracuse University, June 12-24; 2010. Selected Participant. Journal of Planning and Education Research (JPER). Virginia Commonwealth University, August 4-6.

Overseas experience: Cuba, Netherlands, Cambodia, Vietnam, Mexico

Language(s): English (fluent); Spanish (fluent); Portuguese (intermediate); French (beginner-intermediate); Dutch (beginner)

Percent of time dedicated to area/international studies courses taught: 80

Area, international studies courses taught: Development Issues in the Global Context; International Rural Social Change; Societies in Transition: Vietnam and Cambodia

Research and training specialization: Political economy of development and planning; agricultural restructuring, labor and gender; agro-food chains and food systems; food security; comparative planning systems; commodity chains, regulation and competition.

Select recent publications: Patel-Campillo, A. 2012. The Gendered Production-Consumption Relation: Accounting for Employment and Socioeconomic Hierarchies in the Colombian Cut Flower Global Commodity Chain. *Sociologia Ruralis* 52 (3); Patel-Campillo, A. 2011. Forging the Neoliberal Competitiveness Agenda: Planning Policy and Practice in the Dutch and Colombian Cut Flower Commodity Chains. *Environment and Planning A* 43 2516-2532; Patel-Campillo, A.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: 2012. Co-PI Automation of Dormant Pruning of Specialty Crops. NIFA/USDA \$500,000 (PSU share); 2012. Department of Agricultural Economics and Rural Sociology –Faculty development funds 2012. College of Agricultural Sciences, International Programs travel funds

Post, Eric: Professor of Biology

Education: Ph.D., University of Alaska, Fairbanks, 1995; B.S., University of Minnesota, 1989

Academic experience: National Science Foundation post-doctoral fellow, University of Oslo, Norway, 1998-2000; Norwegian Science Council post-doctoral fellow, University of Oslo, Norway, 1996-1998

Overseas experience: Norway; Arctic Greenland; Denmark

Language(s): Norwegian (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: Population Ecology and Global Climate Change (Biol 436/546); Populations and Communities (Biol 220W)

Research and training specialization: the factors that shape population and community dynamics, especially in the Arctic, where climatic and ecological responses to global change are expected to be most pronounced. My research involves many approaches aimed at divulging and understanding ecological consequences of climate change. The techniques I use include observational fieldwork, large-scale field experimentation, and quantitative analytical modeling of long-term data.

Select recent publications: Post, E. 2013. *Ecology of climate change: the importance of biotic interactions*. Monographs in Population Biology, Princeton Univ. Press; Brodie, J.F., Post, E., & Doak, D.F. (eds.) *Wildlife Conservation in a Changing Climate*. University of Chicago Press.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Faculty Scholar Medal for Outstanding Achievement in the Life and Health Sciences, Penn State University – 2012; Edward D. Bellis Award for outstanding contributions and dedication to graduate education and training in Ecology at Penn State – 2010; Honorary Professor, Aarhus University, Denmark. Conferred Spring 2009.

Schienze, Erich: Assistant Professor, Science, Technology, and Society Program; Asian Studies Program; Bioethics Affiliate; Rock Ethics Institute Research Fellow
Education: Ph.D. Rensselaer Polytechnic Institute, Science and Technology Studies, 2006; M.S. Rensselaer Polytechnic Institute, Science and Technology Studies, 2003; B.A. Hampshire College, Technology Studies and Physics, 1995
Academic experience: Principal Investigator: A Symposium on China's Science and Technology Innovation Pathways (2006-2020). Penn State Confucius Institute and Center for Global Studies 2011; Principal Investigator. The Ethical Dimensions of Climate Change and Energy: China and the United States. Penn State Confucius Institute and Penn State Rock Ethics Institute. 2011-2012.
Overseas experience: China
Language(s): Chinese (fluent)
Percent of time dedicated to area/international studies courses taught:
Area, international studies courses taught: STS 245 Globalization, Technology, and Ethics; STS 327 Society and Natural Resources: Understanding Urbanization in China; STS 433/GEOG493 Greenhouse Gas Footprints and Climate Ethics
Research and training specialization: Science, technology, and public policy; Environmental and urban informatics for ecological governance; Chinese urban development and environment (ecocities); Coupled natural and human systems (energy, environment, human health); Ethical dimensions of scientific research, engineering design, and innovation; Geopolitical specialization in contemporary China (post-1949).
Select recent publications: SCHIENKE, E. (2009) The Chinese [Climate] Box: a Scalar Approach to Evaluating Ethical Obligations in Climate Strategies for China. IN HARRIS, P. (Ed.) China and Global Climate Change. Hong Kong.; SCHIENKE, E. (2006) Greening the Dragon: Environmental Imaginaries in the Science, Technology, and Governance of Contemporary China. Science and Technology Studies. Troy, NY, Rensselaer Polytechnic Institute.
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: Co-Principal Investigator. Graduate Pedagogy for Ethical Dimensions of Coupled Natural and Human Systems Research.

Smithwick, Erica: Associate Professor of Ecology; Director, LEAPS (Landscape Ecology at Penn State)
Education: Ph.D. Forest Science/Ecology, 2002, Oregon State; M.S. Resource Conservation (Forestry), University of Montana; B.S. cum laude Geological Sciences/Environmental Studies, Tufts University
Academic experience: "Influence of Disturbance and Seasonality on Regional Carbon Flux Upscaling" NASA Research Opportunities in Space and Earth Sciences \$883,605; 1/1/2011 to 12/31/2013, with Ken Davis, Klaus Keller, Kusum Naithani, Jeff Masek, Robert Kennedy "Spatial patterns of nutrient limitation and carbon storage in South African coastal lowland landscapes", NSF-DEB (EAGER), 7/1/09-6/3-/12, \$150,000.
Overseas experience: South Africa, Ghana
Language(s): Afrikaans (intermediate reading and speaking); Zulu (intermediate reading and speaking)
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: ECOL 597B, Landscape Genetics and Microbial Biogeography
Research and training specialization: Research is at the interface of landscape and ecosystem ecology, focusing on the influence of spatial patterns on ecosystem function with a specific interested in the role of fire patterns on soil biogeochemistry and carbon storage.
Select recent publications: Smithwick, E. A. H., D. M. Kashian, M. G. Ryan, and M. G. Turner. 2009. Long-Term Nitrogen Storage and Soil Nitrogen Availability in Post-Fire Lodgepole Pine Ecosystems. *Ecosystems* 12:792-806.;
Number of dissertations or theses supervised in past five years: 6
Distinctions/awards: Plenary speaker, NE Chapter of Society of Restoration Ecology, New York, March 23 2012; DOE- funded workshop Scaling Root Processes: Global Impacts, Washington DC March 7-9 2012 talk: "Representation of roots/root processes in models: from ecosystem-scales to GCM"

Song, Chunshan: Distinguished Professor of Fuel Science and Professor of Chemical Engineering; Director, EMS Energy Institute; Associate Director, Penn State Institutes of Energy and the Environment
Education: 1986-1989 Ph.D. in Applied Chemistry, Faculty of Engineering, Osaka University, Osaka, Japan; 1984-1986 M.S. in Applied Chemistry, Faculty of Engineering, Osaka University, Osaka, Japan; 1983-1983 Diploma in Japanese, Northeast Normal University, Changchun, China; 1978-1982 B.S. in Chemical Engineering, Dalian University of Technology, Dalian, China
Academic experience: 2006-Present Chang Jiang Chair Professor (Distinguished Visiting Professorship) in Energy and Chemical Engineering, School of Chemical Engineering, Dalian University of Technology, Dalian, China; 2005-2005 Invited Professor, Laboratory of Research on Surface, University of Pierre & Marie Curie, Paris, France
Overseas experience: Japan, China, France, UK
Language(s): Chinese (native); Japanese (fluent)
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: Energy & Environment (MatSE 101), Catalytic Materials (MatSE 570), Energy and Environmental Colloquium (EME 590).
Research and training specialization: Catalysis in fuel processing for ultra-clean fuels and fuel cells; CO₂ Capture, conversion & utilization; Reforming of hydrocarbon and alcohol fuels for syngas and H₂ production
Select recent publications: Kugai, J., J.T. Miller, N. Guo and C.S. Song. "Oxygen-enhanced Water Gas Shift on Ceria-supported Pd-Cu and Pt-Cu Bimetallic Catalysts." *Journal of Catalysis*, 2011, 277, 46-53.
 Sentorun-Shalaby, C., S.K. Saha, X.L. Ma, and C.S. Song. "Mesoporous-Molecular-Sieve-Supported Nickel Sorbents for Adsorptive Desulfurization of Commercial Ultra-Low-Sulfur Diesel Fuel." *Applied Catalysis B: Environmental*, 2011, 101 (3-4), 718-726.
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: "Distinguished Researcher Award", American Chemical Society Petroleum Chemistry Division, 2011. "Faculty Scholar Medal" for Outstanding Achievement in Engineering, Pennsylvania State University, 2011.

Tamminga, Ken: Professor of Landscape Architecture
Education: Master of Urban and Regional Planning, Queen's University, Canada, 1986; Bachelor of Landscape Architecture (5-year Honors), University of Guelph, Canada, 1983
Academic experience: Faculty member, Graduate Program in Ecology, Penn State University, 1996-present; Associate / Senior Landscape Architect, Hough Stansbury Woodland Limited, Toronto, Canada 1988-1993; Senior Landscape Architect / Planner, Totten Sims Hubicki Associates, Cobourg, Canada 1985-1988
Overseas experience: South Asia, Ghana, Tanzania, Brazil
Language(s): Portuguese (advanced reading and speaking); Indonesian (advanced reading and speaking)
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: Depth Studio (Pittsburgh Studio); Planting Studio; Landscape Film Seminar; Ridge-and-Valley in the Field; Graduate Studio and Seminar
Research and training specialization: Research interests include ecological design and regeneration of degraded ecosystems and places; pre-emptive ecosystems planning; community-based approaches to sustainable, productive and convivial environs; climate change and local adaptation and resilience in south Asia, Ghana and Tanzania; riparian urbanism; engaged studio as public scholarship; nascent city landscapes and green networks; pedagogy of ecologically-informed design and planning; and place-based film and participatory video.
Select recent publications: Tamminga, K. 2007. Changing nature: towards a civic culture of urban ecosystems regeneration. *Águas Urbanas: Uma Contribuição para a Regeneração Ambiental como Campo Disciplinar Integrado*. V. Tangari, M. Bahia Schlee, R. Andrade, and M. Dias, editors. Rio de Janeiro: Federal University of Rio de Janeiro-FAU, 147-161; Honwad, S., C. Hoadley, and K. Tamminga. 2006. Building a learning community for Himalayan sustainability. *Global Change in Mountain Regions*. M. Price, editor. Duncow, UK: Sapiens Publishing, 326-328.
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: City Lights featured speaker at Phipps Conservatory, Pittsburgh, hosted by the Penn State Alumni Association and College of Arts & Architecture, 2013

Zimmerer, Karl: Professor and Head of Geography

Education: UC Berkeley (Ph.D 1988)

Academic experience: faculty member and chair of the Geography department at the University of Wisconsin-Madison (1990-2007), a member of the faculties of the School of Forestry and Environmental Studies and department of Anthropology at Yale University (2005), and the Geography department of the University of North Carolina in Chapel Hill (1988-1990)

Overseas experience: Latin America and Caribbean countries, especially Mexico, Columbia, Ecuador Brazil, Costa Rica, Peru, and Bolivia

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 30: Geographic Perspectives on Sustainability and Human-Environment Systems; GEOG 430: Human Use of Environment; GEOG 507: Seminar in Human Environment Geography; GEOG 530: Human-Environment Seminar

Research and training specialization: land use and agricultural change/global change; economic development/globalization/neoliberalism; nature-society and human-environment theory; environmental impacts (biodiversity/soils/water/conservation); food/producer-consumer networks/sustainability

Select recent publications: 2014, "Environmental governance through 'Speaking Like an Indigenous State' and respatializing resources: Ethical livelihood concepts as versatility or verisimilitude?" *Geoforum* (forthcoming, fall 2013); 2013, "Approaching the new geographies of global energy: Analytics and assessment of current energy landscapes and alternatives," pp. 1-10. In *The New Geographies of Energy: Assessment and Analysis of Critical Landscapes*. Editor Karl S. Zimmerer. London: Routledge Publishers.

Number of dissertations or theses supervised in past five years: 14

Distinctions/awards: Faculty Scholar Award of The Pennsylvania State University for Outstanding Achievement in Social and Behavioral Sciences (2014); Alexander and Ilse Melamid Medal (for outstanding work on the dynamic relationships between human cultures and natural resources), American Geographical Society (AGS), 2013

ETHICAL LEADERSHIP INITIATIVE

Lead Faculty Member:

Miller, Sarah Clark: Associate Professor of Philosophy; Associate Director of the Rock Ethics Institute
Education: B.A., Philosophy and Modern Dance, Haverford College, 1996, magna cum laude, with departmental honors in Philosophy; M.A., Philosophy, Stony Brook University, 1999; Ph.D., Philosophy, Stony Brook University, 2003
Academic experience: 2010–2012 Associate Professor, Department of Philosophy, University of Memphis; 2011 Assistant Director, Rock Ethics Institute, Penn State University; 2011 Senior Research Associate, Department of Philosophy, Penn State University; 2006–2007 Visiting Faculty Fellow, Centre for Ethics and Visiting Professor, Trinity College, University of Toronto
Overseas experience: France, Germany
Language(s): German: Fluent; French: Proficient; Italian: Reading ability
Percent of time dedicated to area/international studies courses taught: 50
Area, international studies courses taught: Topics in Contemporary Philosophy: Global Ethics, PHIL 458; Ethics Seminar: Feminist Ethics, PHIL 503
Research and training specialization: Moral Theory; Practical Ethics; Feminist Philosophy; Social and Political Philosophy
Select recent publications: *The Ethics of Need: Agency, Dignity, and Obligation* (New York: Routledge Press, 2012), forthcoming in paperback, August 2014; Editor, *Global Feminist Ethics and Politics* (special issue), *Southern Journal of Philosophy* 46, S1 (Spring 2008).
Number of dissertations or theses supervised in past five years: 3
Distinctions/awards: Student Disability Services Outstanding Faculty Member Award, University of Memphis, 2010; March of Dimes Young Scholar Award in Perinatal Bioethics, American Society of Bioethics and Humanities and the March of Dimes, 2009 (national competition); Award for Best Paper by a Young Faculty Member, Association for Practical and Professional Ethics, 2009 (national competition)

Primary Affiliated Faculty:

Brockopp, Jonathan: Associate Professor of Religious Studies and History
Education: 1995: Ph.D., with Distinction, Yale University, Religious Studies; 1992: M.Phil., Yale University, Religious Studies (Additional graduate study at the American University in Cairo, Bourguiba Institute in Tunisia and Tübingen University); 1984: B.A., with High Distinction, Valparaiso University, History
Academic experience: Spring, 2008 Visiting Professor of Religious Studies at Oberlin College; 1995–2003 Assistant Professor of Religion, Bard College; Fall, 1994 Teaching assistant at Yale University; 1992–1993 Visiting lecturer at Amherst College, department of religion
Overseas experience: Tunisia, Morocco, Egypt
Language(s): German (fluent); Arabic (excellent Classical and Modern Standard; conversational in Egyptian and Levant dialects; basic in Tunisian dialect); French (excellent reading, moderate spoken); Spanish (Good reading, moderate spoken); Hebrew (reading with dictionary); Persian (reading with dictionary)
Percent of time dedicated to area/international studies courses taught: 100
Research and teaching specialization: Islamic law; comparative religions; religious ethics; Arabic language and literature.
Select recent publications: *The Cambridge Companion to Muhammad*. Editor and contributor. Cambridge University Press, 2010; *Muslim Medical Ethics: From Theory to Practice*. Co-editor with Thomas Eich. Studies in Comparative Religion. Columbia: University of South Carolina Press, 2008;
Islamic Ethics of Life: Abortion, War and Euthanasia. Editor and contributor. Studies in Comparative Religion. Columbia: University of South Carolina Press, 2003 (reprint, 2005)
Number of dissertations or theses supervised in past five years:
Distinctions/awards: 2008: Named the Mead-Swing Visiting Professor of Religious Studies at Oberlin College; 2006: “Teaching across the disciplines” award from the Institute for the Arts and Humanities, Penn State, for a graduate course on the Modern Islamic World (fall semester, 2007) with Tijana Krstic (History) and Bettina Mathes (German)

Houck, James: Interim Dean and Distinguished Scholar in Residence, Dickinson School of Law and School of International Affairs

Education: LL.M., Georgetown University Law Center; J.D., University of Michigan Law School; B.S., U.S. Naval Academy

Academic experience: Dean Houck joined Penn State after retiring as the 41st Judge Advocate General (JAG) of the U.S. Navy. His teaching and research focus on international law, national security law, and maritime law and policy. As the Judge Advocate General, Admiral Houck served as the principal military legal counsel to the Secretary of the Navy and Chief of Naval Operations and led more than 2,000 attorneys, enlisted legal staff, and civilian employees of the worldwide Navy JAG Corps. He also served as the Department of Defense Representative for Ocean Policy Affairs and oversaw the Department of the Navy's military justice system.

Overseas experience: Middle East

Language(s): Arabic (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: International Law; National Security Law

Research and training specialization: international law, national security law, and maritime law and policy

Select recent publications: Caroline Revisited: An Imagined Exchange between John Kerry and Ali Ahkbar Salehi, 2 Penn State Journal of Law and International Affairs, 2013; The Opportunity Costs of Ignoring the Law of the Sea Convention in the Arctic, Hoover Institution Press, 2013; Alone on a Wide Wide Sea: A National Security Rationale for Joining the Law of the Sea Convention, 1 Penn State Journal of Law and International Affairs, 2012.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: member of the Council on Foreign Relations

Marks, Jonathan: Associate Professor of Bioethics, Humanities, and Law; Associate Director of the Rock Ethics Institute; and Director of the Bioethics Program, Penn State

Education: B.A., B.C.L., M.A. Oxford University

Academic experience: Edmond J. Safra Faculty Fellow in Ethics (2009 – 10) Edmond J. Safra Foundation Center for Ethics, Kennedy School of Government, Harvard University; Greenwall Fellow in Bioethics and Health Policy (2004 – 6); Georgetown University Law Center (office); Berman Bioethics Institute, Johns Hopkins Bloomberg School of Public Health

Overseas experience: U.K.

Language(s): French and Latin (working knowledge); Italian (basic).

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: “The Ethical Challenges and Policy Implications of Industry-Funded Health-Related Food Research;” “Industry Sponsorship and Health-Related Food Research Institutional Integrity, Ethical Challenges, and Policy Implications”

Research and training specialization: counterterrorism, human rights law, bioethics, and public health

Select recent publications: —Looking Back, Thinking Ahead: The Complicity of Health Professionals in Detainee Abuse in R. GOODMAN AND M.J. ROSEMAN (EDS.), INTERROGATIONS, FORCE FEEDINGS AND THE ROLE OF HEALTH PROFESSIONALS (Harvard, 2009) 21 – 47; The Interrogator’s Accomplice: The Accountability of Mental Health Professionals for Aggressive Interrogation Strategies in MICHAEL DUDLEY ET AL. (EDS.), MENTAL HEALTH AND HUMAN RIGHTS (Oxford University Press, forthcoming 2009); Dual Disloyalties: Law and Medical Ethics at Guantanamo Bay, in F. ALLHOFF (ED.), PHYSICIANS AT WAR, 53 – 74 (Springer, 2008) (expanded Seton Hall Law Review article)

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: 2009–2011 in residence at the Edmond J. Safra Center for Ethics at Harvard

Tuana, Nancy: DuPont/Class of 1949 Professor of Philosophy; Directorship in the Rock Ethics Institute

Education: Ph.D., University of California

Research and teaching specialization: Feminist Philosophy; Science Studies with an emphasis on epistemological and ethical issues; Moral Literacy; Coupled Epistemic-Ethical Issues in Scientific Practice, with particular emphasis on climate science; Approaches to Intersectionality

Select recent publications: Gendering Climate Knowledge for Justice: Catalyzing a New Research Agenda, Margaret Alston and Kerri Whittenbury, Eds. Gender and Climate Change, forthcoming.; Embedding Ethics in the Practices of Science: Bringing Humanities to the Sciences, Synthese: An International Journal for Epistemology, Methodology and Philosophy of Science, forthcoming; Tuana, Nancy, Ryan Sriver, Toby Svoboda, Roman Olson, Peter J. Irvine, Jacob Haqq-Misra, and Klaus Keller. (2012). Towards Integrated Ethical and Scientific Analysis of Geoengineering: A Research Agenda, Ethics, Policy and Environment Vol. 15, No. 2, 1–22; Goes, Marlos, Nancy Tuana, and Klaus Keller. (2011). Intrinsic Ethics Regarding Integrated Assessment Models for Climate Management, Science and Engineering Ethics 17, 3:503-23; Tuana, N. (2010)

Number of dissertations or theses supervised in past five years:

Distinctions/awards: NSF Ethics Education in Science and Engineering, Tuana, PI, Awarded, 08/15/2011-07/31/2014 Graduate Pedagogy for Ethical Dimensions of Coupled Natural and Human Systems Research; NSF Ethics Education in Science and Engineering, Tuana, PI, Awarded 2006-2008; Integrating Ethics into Graduate Training in the Environmental Sciences; American Philosophical Association, Tuana, Co-PI, Awarded, 2006-2012 Philosophy in an Inclusive Key Summer Institute

Additional Affiliated Faculty

Airhihenbuwa, Collins O.: Professor and Head, Department of Biobehavioral Health

Education: 1983 Ph.D Public Health Education. The University of Tennessee, Knoxville, Tennessee. Minor: Psychology; 1981 MPH Health Planning and Administration. The University of Tennessee, Knoxville, Tennessee; 1980 B.S. Health Planning and Administration. Tennessee State University, Nashville, Tennessee; 1980 Certificate in Health Administration and Planning. Meharry Medical College, Nashville, Tenn

Academic experience: 2000 - Professor (Head of Department 2006 - Present), Department of Biobehavioral Health, College of Health and Human Development, The Pennsylvania State University, University Park, Pennsylvania; 1997-2000 Associate Professor, Department of Biobehavioral Health, College of Health and Human Development, The Pennsylvania State University, University Park, Pennsylvania; 1991-1997 Associate Professor (Head of Department 1994-97) of Health Education, College of Health and Human Development, The Pennsylvania State University, University Park, Pennsylvania.

Overseas experience: Switzerland, Congo, Nigeria, Kenya, Malawi, Ghana, South Africa, Cote D'Ivoire, Argentina, Ethiopia, Lesotho

Language(s): Swahili (fluent); Chewa (fluent); French (fluent); Xhosa (proficient reading and speaking); Spanish (intermediate reading and speaking); Afrikaans (intermediate reading and speaking)

Percent of time dedicated to area/international studies courses taught: 50-75

Area/International Studies courses taught: Teach in the areas of Global/Cross Cultural Health, US ethnic Minority Health, Planning, Implementation, Evaluation of Health Promotion Programs

Research and teaching specialization: Teach in the areas of Global/Cross Cultural Health, US ethnic Minority Health, Planning, Implementation, Evaluation of Health Promotion Programs

Select recent publications: Agyemang C, Airhihenbuwa CO, de-Graft Aikins A (Eds). (2013) Ethnicity: Theories, International Perspectives and Challenges. New York. Nova Science Publishers, Inc. 186 pp.; Airhihenbuwa CO (2007) Healing Our Differences: The Crisis of Global Health and the Politics of Identity. New York. Rowman and Littlefield. 215 pp

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: 2009 Distinguished Service and alumni award. Tennessee State University, Nashville, Tennessee; 2010 Research paper of the year: American Journal of Black Psychology.; 2010 Fellow, Academy of Behavioral Medicine Research

Bernasconi, Robert: Edwin Erle Sparks Professor of Philosophy and African American Studies

Education: B.A., Philosophy, School of English and American Studies, Sussex University, 1972. First Class honors; D. Phil., Sussex University, 1982

Academic experience: Part-time Tutor in Philosophy, Sussex University, 1973, 1974; Temporary Lecturer in Philosophy, Sussex University, 1975-76; Lecturer in Philosophy, Essex University, 1976-88; Lillian and Morrie Moss Chair of Excellence, The University of Memphis, 1988-2009.

Overseas experience: U.K.

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Modern Political Philosophy and Slavery

Research and training specialization: Nineteenth and Twentieth Century Continental Philosophy; Critical Philosophy of Race; Social and Political Philosophy; Modern Philosophy; History of Ethics

Select recent publications: "The Philosophy of Race in the Nineteenth Century" Routledge Companion to Nineteenth Century Philosophy, ed. Dean Moyer, London: Routledge, 2010, pp. 498-521; "Race and Earth in Heidegger's Thinking During the Late 1930s" The Southern Journal Philosophy, vol. 48, 1, 2010, pp. 49-66; "The Policing of Race Mixing: The Place of Biopower within the History of Racisms," Journal of Bioethical Inquiry 7, 2010, pp. 205-216.

Number of dissertations or theses supervised in past five years: 3

Burroughs, Michael: Assistant Director of the Rock Ethics Institute; Senior Lecturer of Philosophy

Education: Ph.D. in Philosophy from the University of Memphis; M.A. in Philosophy from the University of Memphis; B.A. in Philosophy from Salisbury University

Academic experience: led discussion groups for two years at Eastern Correctional Institution in Princess Anne; Outreach Coordinator for the Department of Philosophy at the University of North Carolina at Chapel Hill

Overseas experience: Central America

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Rock Ethics Institute Fellows Seminar

Research and training specialization: Ethics; Social and Political Philosophy; Critical Philosophy of Race; Philosophy of Education

Select recent publications: "Reconsidering the Examined Life: Philosophy and Children." *Negotiating Childhoods*. Eds. Lucy Hopkins, Mark MacLeod, Wendy C. Turgeon. Oxford: Inter-Disciplinary Press, 2010; "Conflicting Sentiments: Mandeville, Hutcheson, and Hume on Virtue and Self-Interest." *Working Papers of the Quebec Seminar in Early Modern Philosophy* (Fall 2013).

Number of dissertations or theses supervised in past five years: 0

Czymoniewicz-Klippel, Melina T.: Lecturer and Global Health minor coordinator

Education: Doctor of Philosophy, Under examination, School of Psychology and Psychiatry, Monash University, Australia; Master of Health Studies, December 2004, School of Population Health, The University of Queensland, Australia; Bachelor of Occupational Therapy (First Class Honors), December 2001, School of Health and Rehabilitation Sciences, The University of Queensland, Australia

Academic experience: Czymoniewicz-Klippel, M. (2009). Towards a social and political practice of occupational therapy: setting a blueprint for a critical mass of action. Paper presented at the International Conference of the Society for Medical Anthropology. New Haven, CT; Czymoniewicz-Klippel, M. (2009). 'Bad boys', big trouble: identity building through gang membership in a Cambodian village. Paper presented at the Association of American Geographers 2009 Annual Meeting. Las Vegas, NV.

Overseas experience: Cambodia

Language(s): Khmer (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Global Biobehavioral Health Minor

Research and training specialization: Theorization of childhood and youth; Global health; Health impact of migration, in particular forced migration; Child maltreatment and protection; Qualitative research methodologies and ethics

Select recent publications: Czymoniewicz-Klippel, M.T. (Forthcoming, 2011). To research to learn: embracing occupational justice to understand Cambodian children and childhoods. In D. Sakellariou, N. Pollard & F. Kronenberg (Eds.), *Occupational therapy without borders: meeting individual's and society's needs*. Oxford: Elsevier Churchill Livingstone; Czymoniewicz-Klippel, M.T., Brijnath, B., & Crockett, B. (2010). Ethics and the promotion of flexibility within international qualitative research: case examples from Asia and the Pacific.

Qualitative Inquiry, 16(5): 332-341.

Dowler, Lorraine: Associate Professor of Geography and Women's Studies

Education: Ph.D. Geography, Syracuse University; MLA Landscape Architecture, SUNY - Environmental Science and Forestry; B.S. Marketing, Business Administration, Manhattan College

Overseas experience: Ireland

Percent of time dedicated to area/international studies courses taught:

Area, international studies courses taught: GEOG (WMNST) 426Y Gender and Geography; GEOG 293H Honors Experiences in International Service Learning;

Research and training specialization: feminist geo-politics; cultural geography; gender; qualitative methods

Select recent publications: "Wee Women No More: Gender, Resistance and the Post-Imprisonment Experience in Belfast" co-author, Peter Shirlow, University Of Ulster, Environment and Planning A 2010, volume 42, pages 384 – 399; "Advancements in Feminist Thought: Geography's Contribution to International Studies" co-authors, Nicole Laliberté and Kate Driscoll-Derickson, in Denmark, Robert A. The International Studies Encyclopedia. Blackwell Publishing, 2010. Blackwell Reference Online. 23 August 2010

Number of dissertations or theses supervised in past five years: 6

Distinctions/awards: 2003: The College of EMS, College Mentoring Award; 2001: The College of EMS Wilson Award for Outstanding Teaching

Frisque, Richard J.: Professor of Molecular Virology, Associate Department Head for Equity and Diversity
Education: University of Wisconsin, Madison B.S., summa cum laude 06/74; Medical Microbiology University of Wisconsin, Madison Ph.D. 09/78; Tumor Virology Cold Spring Harbor Laboratory, New York Postdoc 12/81
 Molecular Virology
Academic experience: 1982-87 Assistant Professor of Molecular & Cell Biology, Penn State University (P.S.U.); 1987-93 Associate Professor of Molecular & Cell Biology, P.S.U.; 1993-Present Professor of Molecular Virology, P.S.U.; 2001-2006 Co-Director of Graduate Education for the Huck Institutes of the Life Sciences
Language(s): French (beginner)
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: MICRB 411, Seminar/Ethical Issues in Science.
Research and training specialization: Molecular approaches to the unique biology of JC virus; research ethics
Select recent publications: Bollag, B., Hofstetter, C. A., M. M. Reviriego-Mendoza, and R. J. Frisque (2010). JC virus small t antigen binds phosphatase PP2A and Rb family proteins and is required for efficient viral DNA replication activity. *PLoS One* 5: e10606 (doi:10.1371/journal.pone.0010606)
 Brickelmaier, M., A. Lugovskoy, R. Kartikeyan, M. M. Reviriego-Mendoza, N. Allaire, K. Simon, R. J. Frisque, and L. Gorelik (2009). Identification and characterization of mefloquine efficacy against JC virus in vitro. *Antimicrob. Agents Chemother.* 53: 1840-1849.
Number of dissertations or theses supervised in past five years: 4
Distinctions/awards: Chair of the Planning Committee for the American Society for Virology's 2013 annual meeting; Member, American Association for the Advancement of Science, American Society for Microbiology, American Society for Virology; Founding Member of the International Society for NeuroVirology

Gines, Kathryn T.: Assistant Professor of Philosophy; Founding Director of the Collegium of Black Women Philosophers
Education: M.A., Philosophy, University of Memphis, 2001; Ph.D., Philosophy, University of Memphis, 2003
Academic experience: founding director of the Collegium of Black Women Philosophers (CBWP), the director of Cultivating Underrepresented Students in Philosophy (CUSP), and a founding co-editor of the journal *Critical Philosophy of Race* (CPR).
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: Critical Philosophy of Race; Radically Rethinking Democracy, Oppression, and Liberation; Colonialism, 'Orientalism', and Culture
Research and training specialization: Continental Philosophy; Africana Philosophy; Philosophy of Race; Black Feminist Philosophy
Select recent publications: "Race Thinking and Racism in Hannah Arendt's The Origins of Totalitarianism" in *Imperialism, Slavery, Race, and Genocide: The Legacy of Hannah Arendt*. (Eds. Dan Stone and Richard King. Oxford: Berghahn Books, 2007.)
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: Gines founded the Collegium of Black Women Philosophers in 2007

Logan, Ikubolajeh: Professor of African and Africa-American Studies, Professor of AESEDA

Education: Ph.D. Geography, UCLA, 1983; Certificate in International Business, UCLA, 1983; M.S. Geography, Penn State, 1979; B.A. Honors Geography, Fourah Bay College (University of Sierra Leone), 1975

Academic experience: Associate Professor at the Department of Geography at the University of Georgia. He has worked as the Deputy County Representative for the International Orthodox Christian Charities in Tbilisi, Georgia. At the University of Georgia, Dr. Logan directed the study abroad program to Zimbabwe, and he was director of the African Studies program.

Overseas experience: African continent

Language(s): Mende (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 436 Ecology, Economy, and Society; GEOG 444 African Resources and Development

Research and training specialization: Africa and third world development; human dimension of environmental and resource analyses; globalization

Select recent publications: 2003. W. Moseley and B. I. Logan (eds.) *International Political Economies and Local Ecologies*. Ann Arbor: University of Michigan Press.; 2002. B. I. Logan (ed.) *Globalization, the Third World State and Poverty-Alleviation in The Twenty-First Century*. London: Ashgate; 2000. B. I. Logan. *Environmental Security, Sustainable Development and Resource Management in Africa: Some Conceptual Considerations*. Southern African Political Economy Series Monograph. This series is published by the Southern African Regional Institute for Policy Studies (SARIPS)

Number of dissertations or theses supervised in past five years:

Distinctions/awards: Sandy Beaver Teaching Award, College of Arts and Sciences, University of Georgia (1998); The International Faculty Honor Society, University of Georgia (1998); Fulbright Research and Teaching Award (1996); Study in a Second Discipline, Vice President for Academic Affairs, University of Georgia (1996)

Mengisteab, Kidane: Director of the African Studies Program & Professor of African Studies & Political Science

Education: Ph.D. International Studies, June 1984, University of Denver; M.A. International Studies, 1981, University of Denver; M.A. International Studies, 1979, Carleton University, Ottawa, Canada - an exchange student of the Bologna Center of the Johns Hopkins University (1977-1978); B.A. History, September 1976, Addis Ababa University, Ethiopia

Academic experience: 2000-2005 Professor and Department Head, African and African American Studies, the Pennsylvania State University; 1997-2000 Professor and Department Chair, Department of Pl. Sc. Old Dominion University; 1992-1998 Associate Professor, Old Dominion University, Norfolk, VA; 1986-1992 Assistant Professor, Old Dominion University, Norfolk, VA.

Overseas experience: a number of countries in Africa

Language(s): Amharic (fluent)

Percent of time dedicated to area/international studies courses taught: 80

Area, international studies courses taught: Globalization and Its Implications; Political Economy of Oil and Mining in Africa; Ethnic Conflicts in Africa; Political Economy of Developing Areas

Research and training specialization:

Select recent publications: *Anatomy of an African Tragedy: Political, Economic and Foreign Policy Crisis in Post-Independence Eritrea*, Trenton, NJ: The Red Sea Press, 2005 (co-authored with Okbazghi Yohannes); *Globalization and Autocentricity in Africa's Development in the 21st Century*, Trenton, NJ: Africa World Press, 1996; *Ethiopia: Failure of Land Reform and Agricultural Crisis*, New York: Greenwood Press, 1990.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: 2010-2011 U.N. Economic Commission for Africa; 2009 World Bank; 2008 UNESCO, organizing a study on Identity, Citizenship and Integration in the Greater Horn of Africa

Mitra, Dana: Associate Professor, Education Theory and Policy

Education: Ph.D., Stanford University, Administration and Policy Analysis, School of Education, 2002; M.A., Stanford University, Sociology, 2000. Focus on organizational theory; A.B., Brown University, Educational Studies/Public Policy and American Institutions, 1994

Academic experience: Center for Research on the Context of Teaching, Stanford University, Research Assistant, Stanford, CA, 1997–2002; St. Patrick's Episcopal Day School, Teacher, Washington, D.C., 1996–1997; Norwood School, Assistant Teacher, Bethesda, MD, 1995–1996; "Her House" Project, DC Habitat for Humanity, Project Director, Washington, D.C., 1994–1996; The George Washington University, Research Assistant to Amitai Etzioni and Managing Editor of the Responsive Education Quarterly, Washington, D.C., 1994–1995

Overseas experience: India, Sweden

Language(s): Hindi (fluent); Swedish (intermediate reading and writing)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Theoretical perspectives of School Change; Education Theory and Policy Pro-seminar

Research and training specialization: Educational policy, school reform, student voice, participation, civic engagement, youth development, school-community collaboration, policy analysis

Select recent publications: Serriere, S., McGarry, L., Fuentes, D., & Mitra, D. (Forthcoming). *The thinking that service-learning ignites*. Social Studies and the Learner; Mitra, D. L. (2001) *Opening the Floodgates: Giving Students a Voice in School Reform*. Forum. United Kingdom. September.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Fulbright-Nehru Scholar, National Institute for Advanced Study, Bangalore, India, 2012; Swedish Foundation for International Cooperation in Research and Higher Education Grant, 2012–13;

Collaboration with Lulea Tekniska Universitet; Stockholm University, Stockholm, Sweden, 1992

Palmer, Glenn: Professor of Political Science

Education: 1985: Ph. D., Department of Political Science, The University of Michigan; 1976: B.A., Cornell University

Academic experience: Relevance of Contemporary Peace Science Research to Social Scientists with Particular Reference to Developing Countries, presented at the Workshop on Peace Science and Regional Science, the Indira Gandhi Institute of Development Research, Mumbai, India, August, 2007; Economic Sanctions and Foreign Policy Substitutability: An Application of the Two Good Theory (with Emre Hatipoglu and T. Clifton Morgan), presented at the International Studies Annual Meeting, March, 2007.

Overseas experience: India; East and Northeast Asia

Language(s): Hindi (fluent); Chinese (Intermediate reading and writing)

Percent of time dedicated to area/international studies courses taught: 90

Area, international studies courses taught:

Research and training specialization: World Politics; International Conflict; Comparative Foreign Policy; American Foreign Policy; Formal Modeling

Select recent publications: The Causes and Consequences of International Conflict: Data, Methods and Theory (Editor). 2008. Routledge Press; A Theory of Foreign Policy (with T. Clifton Morgan) 2006. Princeton University Press.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Improving the Efficiency of Militarized Interstate Dispute Data Collection using Automated Textual Analysis, (with Phil Schrodtt, Paul Diehl, and Scott Bennett); Grant of \$144,242 from National Science Foundation, July 1, 2007 – December 31, 2008; 2000-2002: Collaborative Research on Updating the Militarized Dispute Data Set with Brian Pollins, Paul Diehl, Paul Hensel, Douglas Gibler, Patrick Regan, Richard Stoll, James Lee Ray, Daniel Geller, Charles Gochman, and Stuart Bremer. Grant of \$62,252 from the National Science Foundation

Potosky, Denise: Professor of Management and Organization

Education: Ph.D. - Rutgers University, Industrial Relations and Human Resources; M.A. - University of Delaware, Communication; B.A. - Penn State University, Speech Communication, Minor in Business

Academic experience: Academy of Management; Society of Industrial and Organizational Psychology (SIOP); American Psychological Association (APA); Beta Gamma Sigma; Phi Beta Kappa

Overseas experience: Germany, France

Language(s): German (intermediate reading and writing); French (beginning reading and writing)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Global Intercultural Management, Dynamic Communication in Leadership Contexts

Research and training specialization: theory development with applied measurement as it focuses on human resource management as well as industrial and organizational psychology practices related to global staffing, personnel selection and assessment, and leadership

Select recent publications: Potosky, D., & Olshan, B. (2008). The Secret Success of a Global ERP Champion: Everything Changed and Nothing Happened. In C. Ferran & R. Salim (Eds.), *Enterprise Resource Planning for Global Economies* (pp. 92-105). Hershey, PA: Idea Group International; Potosky, D. (2010). Goal Orientation, Learning Self-Efficacy, and Climate Perceptions in a Post-Acquisition Corporate Context. *Human Resource Development Quarterly*, 21(3), 273-289.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Fulbright Research Scholar, Alsace Regional Award to conduct cross-cultural human resource management research in the EM Strasbourg; Business School at the University of Strasbourg, France; 2009, Outstanding Reviewer, Organization Behavior (OB) Division of the Academy of Management; 2009 Arthur L. Glenn Award for Faculty Innovation; 2008 Penn State Equal Opportunity Planning Committee funded program to foster diversity at Penn State: "Enhancing Multi-Cultural; Competencies for International Human Resource Management," with Dr. Kimberly Merriman; 2006 Penn State Great Valley Excellence in Teaching award; 2006-2007 Penn State Great Valley Commission for Women award

Sachs, Carolyn: Professor of Rural Sociology, Head of Women's Studies Department

Education: B.A., 1972, Alma College, Alma, Michigan; M.A., 1975, University of Kentucky, Lexington, Kentucky; Ph.D., 1981, University of Kentucky, Lexington, Kentucky

Academic experience: Visiting Professor, Charles Sturt University, Wagga Wagga, Australia, 2007; Visiting Professor, United Nations Food and Agriculture Organization, Rome, 2007; Director of Women's Studies, Penn State University, 1999-2004; Rockefeller Scholar, University of Iowa, 1991-92

Overseas experience: Swaziland, Sri Lanka, Zimbabwe, Cameroon, Egypt, Kenya, Peru, Bangladesh, Philippines

Language(s): Arabic (intermediate reading and speaking); Swahili (intermediate reading and speaking); Spanish (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 33

Area, international studies courses taught: symposium, "International Development: Are Women Losing Out;" RSoc/WMNST 420 Women in Developing Countries

Research and training specialization: Research examines issues of gender and agriculture and gender and environmental issues. She is exploring the new women agricultural entrepreneurs and their opportunities and barriers to success. She is also engaged in a comparative international project on gender and climate change in India in collaboration with the Food and Agriculture Organization. Her third project focuses on gender and the food system, exploring gendered work in the food system from farm to table.

Select recent publications: *Invisible Farmers: Women in Agricultural Production*. Rowman and Allanheld, Totowa, New Jersey, 1983; "Growing Oca, Ulloco, and Mashua in the Andes." *Agriculture and Human Values* 1998 (with Mariela Bianco); "Going Public: Networking Globally and Locally." *Rural Sociology* 72(1): 2-24. (2007).

Number of dissertations or theses supervised in past five years: 5

Distinctions/awards: Integrated Pest Management in Vietnam, International Rice Research Institute, 2001-2002, principal investigator with Edwin Rajotte, \$28,000.

Serriere, Stephanie: Assistant Professor of Education (Social Studies Education) & Women's Studies

Education: Doctor of Philosophy, Education, Indiana University, Bloomington, 2007; Masters of Arts courses, Northern Arizona University, Flagstaff, AZ, 2002; Bachelor of Arts, Education, Indiana University, Bloomington, 2000.

Academic experience: Associate Instructor of Education, Indiana University, Bloomington, 2003-2007; Assistant Teacher & Curriculum Intern, Christel House School, Bangalore India, Summer 2004; Primary Years (5, 6, 7 year olds) Classroom Teacher, American School of Milan, Italy, 2000-2003

Overseas experience: India, Italy, Macedonia

Language(s): Hindi (advanced reading and speaking); Italian (intermediate reading and speaking)

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: CI 597K Democracy & Education; CI 597E Service-Learning: Theory and practice

Research and training specialization: social studies, international education; the way youth create and define meaningful engagement (i.e. student voice) as well as the ways in which teachers support youth voice and engagement in the younger years

Select recent publications: Serriere, S., McGarry, Fuentes, D. & Mitra, D. (2012). How service-learning can ignite thinking. *Social Studies and the Young Learner*, 24(4), 6-10; Serriere, S. (2008). Macedonian and U.S. students in a pre-service teaching cultural exchange: Examining the formation of perspective consciousness. *International Journal of Social Education*, 23(1), 76-98.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Penn State Public Scholarship, Fellow, 2010-11; Invited Participant, R. Freeman Butts Institute on Civic Learning in Teacher Education, 2010; Penn State Public Scholarship, Grant Recipient, 2008

Thompson, Donald B.: Professor Emeritus of Food Science

Education: University of Illinois, Ph.D., Food Science, 1984; University of Illinois, M.S., Food Science, 1980; Haverford College, B.A., English (pre-med), 1970

Academic experience: July '99 - present: Professor of Food Science; Jan '94 - June '00: Head, Department of Food Science; July '90 - June '99: Associate Professor of Food Science, Penn State University; July '84 - June '90: Assistant Professor of Food Science, Penn State University; Thompson, D.B. 2009. "Ethical Implications of Marketing Considerations in 'Functional Foods' Research and Development." Presented as part of the M.E. John Seminar Series in the Penn State Department of Agricultural Economics and Rural Sociology, October 23.

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: Food, Values, and Health," FD SC 280H / PHIL 280H

Research and training specialization: How people understand the relationship between food and health, health being considered in the broad sense as defined by the World Health Organization. Applications of Western philosophical thought to meanings associated with food. Ethical aspects of marketing food by reference to scientific evidence.

Select recent publications: Thompson, D. 2010. Natural Food and the Pastoral: A Sentimental Notion? *J. Agr. Environmental Ethics* (available online); Tapanapunnitkul, O., Chaiseri, S., Peterson, D., and Thompson, D.B. 2008. Water solubility of flavor compounds influences formation of flavor inclusion complexes from dispersed high-amylose maize starch. *J. Agr. Food Chem.*

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: patent: Thompson, D.B. & Brumovsky, J. 2002. Manufacture of boiling-stable granular resistant starch by acid hydrolysis and hydrothermal treatment. U.S. patent no. 6,468,355.

Trevino, Linda: Professor of Organizational Behavior and Ethics, Distinguished Professor

Education: Ph.D. in management from Texas A&M University 1987

Academic experience: Director of the Shoemaker Program in Business Ethics in the Smeal College of Business

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: MGMT 451W, Business, Ethics, & Society

Research and training specialization: management of ethical conduct in global organizations

Select recent publications: J. Jordan, M. Brown, & L.K. Trevino, "Somebody to look up to: Executive follower ethical reasoning and perceptions of ethical leadership", *Journal of Management*, 2013, 39, 660-683; J. Schaubroeck, S. Hannah, B. Avolio, S. Kozlowski, R. Lord, L. Trevino, N. Dimotakis, C. Peng, "Embedding ethical leadership within and across organizational levels", *Academy of Management Journal*, 2012, 55, 1053-1078.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Associate Editor, *Business Ethics Quarterly*; Editorial Review Board, *Administrative Science Quarterly*; Editorial Review Board, *Journal of Management*

Tschakert, Petra: Associate Professor of Earth and Environmental Systems Institute

Education: Ph.D. Arid Lands Resource Sciences (Minor in Applied Anthropology), University of Arizona, Tucson, Arizona, 2003; MPhil Geography and Economics; French, Karl Franzens Universität, Graz, Austria, 1991

Academic experience: Senior Research Fellow Center for International Climate and Environmental Research – Oslo 2011-present (CICERO), Norway; Assistant Professor Geography and the Earth and Environmental Systems Institute (EESI), 2005-2011 (AESEDA until 2009), The Pennsylvania State University; Post-Doctoral Fellow Biology and Center for Global and Climate Change Research, McGill 2003-2004 University, Montreal, Canada; Research Assistant/Associate CLIMAS, Institute for the Study of Planet Earth (ISPE), University of 1998-2000 Arizona

Overseas experience: Ghana, Mali, Niger, Burkina Faso, Senegal, Norway

Language(s): French, German (fluent), Spanish (advanced), Wolof, Twi (elementary).

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Georesources, Power and Conflict: A Close Look at Africa; Geographic Perspectives on Sustainability and Human-Environment Systems; Globalization and Sustainable Development in Africa

Research and training specialization: climate change adaptation; resilience theory; sustainability; environmental justice; climate communication; development and climate ethics; feminist theory and political ecology; participatory (action) research; collective learning; Africa

Select recent publications: 2014 Tschakert P., K. Dietrich, K. Tamminga, E. Prins, J. Shaffer, E. Liwenga, and A. Asiedu. *Envisioning and learning under climatic uncertainty: A case study on embracing change from Ghana and Tanzania*. *Environment and Planning A*; 2013 Tschakert, P., B. van Oort, A.L. St. Clair, and A. LaMadrid. *Inequality and transformation analyses: A complementary lens for addressing vulnerability to climate change. Climate and Development*, 5 (4): 340–350.

Number of dissertations or theses supervised in past five years: 7

Distinctions/awards: G. Montgomery and Marion Mitchell Award for Innovative Teaching, Pennsylvania State University, 2012; Nominee for the President's Award for Engagement with Students, Pennsylvania State University, 2007; Graduate student travel award, Center for Global and Climate Change Research, McGill University to the Open Land Use Conference, Morelia, Mexico, 2003. \$1,150

Weiss, Kenneth: Evan Pugh Professor Emeritus of Anthropology and Genetics

Education: B.A., Oberlin College, 1963; M.A., University of Michigan, 1969; Ph.D., University of Michigan, 1972

Academic experience: 1964-68 Meteorologist US Air Force (Captain); 1969-70 Lecturer and Tchg Fw Univ. of Michigan, Dept. of Anthropology; 1972-73 Research Associate Univ of Michigan, Dept. Human Genetics; 1973-85 Assistant Professor Univ. of Texas, Center for Demographic and Population Genetic to Professor & School of Public Health, Houston; 1977 Visiting Scholar Stanford Univ., Dept. of Genetics; 1980-82 Adjunct Assoc. Prof Rice Univ., Dept. of Anthropology; 1985-94 Head, and Professor of Dept. of Anthropology, The Pennsylvania State University; Anthropology and Biology

Percent of time dedicated to area/international studies courses taught: 25

Area, international studies courses taught: ANTH 471H Biology, Evolution, & Society; IBIOS 551 Genomics

Research and training specialization: the nature of evolution as a process generally, and specifically how it generates the genetic basis of complex traits; the history of evolutionary biology and in the newly important area of bioethics as it relates to evolution and genetics in our society

Select recent publications: *Genetics and the Logic of Evolution*, K Weiss, A Buchanan, New York: J Wiley (2004); *The Mermaid's Tail: Four Billion Years of Cooperation in the Making of Living Things*. Cambridge, MA: Harvard University Press, 2009.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Juan Comas Prize, American Association of Physical Anthropology, 1972; NIH Research Career Development Award (RCDA), 1976-81; Harriet Cunningham Citation for Scientific Writing, Texas Medical Assoc., 1986; Faculty Scholars Medal, Life and Health Sciences, Penn State University, 1993; Fellow, American Association for the Advancement of Science, elected in 1995

Yarnal, Brent: Associate Head, Graduate Program Officer, Professor of Geography

Education: Ph.D., 1982, Department of Geography, Simon Fraser University; contemporary climate-glacier interactions; M.Sc., 1979, Department of Geography, University of Calgary; paleoclimate-landform interactions; A.B., 1973, University of California at Davis; History major, Anthropology minor

Academic experience: 1985-present, Assistant Professor, Associate Professor, and Professor, Department of Geography, Penn State; 1984-1985, Visiting Fellow, Cooperative Institute for Research in Environmental Sciences, University of Colorado/National Oceanic and Atmospheric Administration; 1982-1984, Assistant Professor, Department of Geography, University of Northern Iowa

Overseas experience: Botswana, Latin America

Language(s): Spanish (proficient reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 438W: Human Dimensions of Global Warming
GEOG/HDNRE 536: Causes and Impacts of Global Environmental Change

Research and training specialization: global change in local places; climate variation and change
land-use/land-cover change; environmental hazards; coupled human-environment systems

Select recent publications: 2010 NJ Batisani and B Yarnal. Rainfall variability and trends in semi-arid Botswana: Implications for climate change adaptation policy. *Applied Geography*; 2010 NJ Batisani and B Yarnal. Elasticity of capital-land substitution in housing construction, Gaborone, Botswana: Implications for smart growth policy and affordable housing. *Landscape and Urban Planning*

Number of dissertations or theses supervised in past five years: 8

GLOBAL INTERSECTIONS INITIATIVELead Faculty Member:

McClennen, Sophia: see Center Director profile on page 5.

Primary Affiliated Faculty

Adewumi, Michael: Vice Provost for Global Programs; Professor of Petroleum and Natural Gas Engineering

Education: Ph.D., Illinois Institute of Technology, Chicago, 1985; M.Sc, Illinois Institute of Technology, Chicago, 1981; B.Sc., University of Ibadan, Nigeria, 1976

Academic Experience: 2007-present, Vice Provost for Global Programs, Professor of Petroleum and Natural Gas Engineering, Penn State University

Overseas Experience: Nigeria

Languages: Yoruba, French, English

Percentage of time dedicated to courses with International content:

Research/teaching specializations: Multiphase hydrodynamic modeling in gas production, processing and transmission (e.g., natural gas transportation, multiphase/ particulate transport, transient wave propagation, fluid phase behavior, numerical algorithms); Real-time flow assurance monitoring technology; PCB migration modeling;

Selected publications: Ayala, L.F., Ertekin, T., and Adewumi, M., "Compositional Modeling of Gas-Condensate Reservoirs in Multi-mechanistic Flow Domains." In press, SPE Journal, Dec. 2006.; - E.S. Eltohami, M. Erdogmus, and M.A. Adewumi, "PCB Migration and Cleanup Scenarios in Natural Gas Pipelines." Journal of Energy Resources and Technology. Vol126, Issue 2, pp 105-111 (June 2004)

Number of dissertations/theses supervised in the past 5 years:

Distinctions/awards: -Fellow of the Nigerian Academy of Engineering (June 2009); Quentin E. and Louise L. Wood Faculty Fellow in Petroleum and Natural Gas Engineering at The Pennsylvania State University (November 2007); UNESCO Chair in Georesources Management, University of Ibadan; partnership initiative among UNESCO, Penn State University, University of Ibadan and University of Cape Town (2007)

Canagarajah, Suresh: Edwin Erle Sparks Professor, Dept. of Applied Linguistics and English; Director, Migration Studies Project.

Education: Ph. D in Applied Linguistics at the University of Texas at Austin, September 1987- May 1990; M.A. in English at Bowling Green State University, Ohio, August 1985 - December 1986; B.A. with a major in English at the University of Kelaniya, Sri Lanka. 1978-1981.

Academic experience: Professor, Department of English, Baruch College and the Graduate Center, City University of New York. 2005-Aug. 2007; Associate Professor, Department of English, Baruch College. CUNY. Jan. 2000-Dec. 2004. Senior Lecturer. English Language Teaching Center, University of Jaffna, Sri Lanka June 1990-Aug. 1994.

Overseas experience: Sri Lanka

Language(s): English (fluent), Tamil (fluent), Portuguese (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: APLNG 597f: Globalization of English: Policy, Proficiency, Pedagogy; ENGL 404: Mapping Identity, Difference, and Place: The Politics of Language in Postcolonial Literature

Research and training specialization: Rhetoric and Composition; World Englishes; Multilingual writing; Postcolonial studies

Select recent publications: Canagarajah, A. Suresh. A Geopolitics of Academic Writing. New Delhi: Orient Longman, 2007. Pp. x+332; Canagarajah, A. Suresh, Ed. Reclaiming the Local in Language Policy and Practice. Mahwah, NJ: Lawrence Erlbaum Publishers. 2005. Pp. xxx + 297.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Thomas Watson Distinguished Professor, Department of English, University of Louisville, fall 2011; Fellow, Stellensbosch Institute for Advanced Study, Cape Town, South Africa. Summer, 2011; Awarded the 2009 Henry Osborne award for "academic excellence with Christian commitment" from Cornerstone University, Michigan. October 5th 2009.

Kelmelis, John: Professor of International Affairs and Affiliate Law Faculty

Education: Ph.D., The Pennsylvania State University; M.S., University of Missouri at Rolla; B.A., Central Connecticut State College, magna cum laude

Academic experience: senior counselor for earth science in the Office of the Science and Technology Advisor to the Secretary of State (STAS); senior science advisor for international policy in the Office of the Director, U.S. Geological Survey, where he served as principal staff advisor on incorporating science into international policy. He is a scientist emeritus at U.S. Geological Survey and consults with the Department of State and other organizations.

Overseas experience: Antarctica, Africa

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Environmental Negotiations in International Affairs; International Environmental Negotiations

Research and training specialization: national and international geography

Select recent publications: "Arctic warming ripples through Eurasia," in Eurasian Geography and Economics, 2011; "GDEST Africa, geospatial science and technology for sustainable development," in Bridging the Horizons, New Frontiers in Geospatial Collaboration, Bethesda, MD: American Society for Photogrammetry and Remote Sensing, 2008; "Organizational impediments to estimating populations and acquiring, assessing, and using population data," in Tools and methods for estimating populations at risk from natural disasters and complex humanitarian crises, Washington, D.C.: National Research Council, 2007.

Number of dissertations or theses supervised in past five years: 5

Distinctions/awards: Professor Kelmelis has provided scientific and technical leadership to various national and international committees, including the Planning Committee of the Global Dialogue on Emerging Science and Technology 2008 (in Africa), the AFRICOM Transition Team, and the U.S. Department of State Working Group on Populations at Risk.

Wright, Melissa: Professor of Geography and Professor of Women's Studies

Education: Ph.D. from Department of Geography and Environmental Engineering, Johns Hopkins University, 1997; B.A. Social Studies, Harvard-Radcliffe College, 1987

Academic experience: extensive fieldwork; conference "Outlandish: Life, Love, and Sex in the U. S., from the Viewpoint of Queer Regionalism,"

Overseas experience: China, Hong Kong, Mexico

Language(s): Spanish (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: GEOG 428Y (US;IL) Political Geography; GEOG 120 (GS;US;IL)

Urban Geography: A Global Perspective; GEOG 020 (GS;US;IL) Human Geography: An Introduction

Research and training specialization: the dynamics linking political, cultural and economic processes, based primarily in Mexico and along the Mexico-U.S. border; the emergence of an international social movement that protests violence against women along the Mexico-U.S. border; how violence in northern Mexico along with the federal militarization of urban space has affected public life along both sides of the Mexico-US border.

Select recent publications: "Feminism, Urban Knowledge and the Killing of Politics." *In Rethinking Feminist*

Interventions into the Urban, L. Peake and M. Rieker, eds. New York: Routledge; 2012. "Witnessing, Femicide, and a Politics of the Familiar." *In The Global and the Intimate*, G. Pratt and V. Rosner, eds. New York: Columbia University Press: 267-288; 2012. "Wars of Interpretations. *Antipode* 44: 564-580; 2011

"Necropolitics, Narcopolitics and Femicide: Gendered Violence on the Mexico-US Border." *Signs: Journal of Women in Culture and Society* 36: 707-731.

Number of dissertations or theses supervised in past five years: 5

Additional Affiliated Faculty**Abel, Jonathan:** Associate Professor of Comparative Literature and Japanese

Education: Ph.D., Princeton Univ. 2005; M.A., Columbia Univ. 1998; B.A., Univ. of Pennsylvania, 1993.

Academic experience: 2008-present Pennsylvania State University; 2008-2009 Postdoctoral Fellow, Harvard University; 2006-2008 Assistant Professor, Bowling Green State University; 2005-2006 Postdoctoral Fellow, Columbia University

Overseas experience: Japan, Germany, U.K.

Language(s): Japanese (fluent); French and German (reading)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 503: Postcolonial Theory; ENG 404, JAPNS 425, ARTH 497B: Forging Alliances (Japan and the Arts); Topics in Comp. Lit.: The World of Banned Books

Research and training specialization: Interested in the complete lifecycle of cultural products, from the process of conception through multiple receptions. His work foregrounds the historical contexts to literary production and consumption, while maintaining a space for those discursive meanings that transcend a particular time or place.

Select recent publications: *Redacted: The Archives of Censorship in Transwar Japan* Fall 2012 from Studies of the Weatherhead East Asia Institute and the Asia Pacific Modern series at the University of California Press; "Masked Justice: The Hidden Superhero in Cold War Japan," *Japan Forum*; "Redactionary Global Modernism, or Kisses in Imperial Japan," *Modernism/Modernity* January 2014, 21:1, 201-229.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: Short Term Research Grant, Japan Foundation, 2013; Postdoctoral Fellow, Reischauer Institute of Japanese Studies, Harvard, 2008-2009; Golden Nugget for Excellence in Teaching, Students' Choice Award, Columbia University, 2006.

Beebe, Thomas: Edwin Erle Sparks Professor of Comparative Literature and German

Education: Ph.D. Michigan 1984; M.A. Michigan 1979; B.A. Dartmouth 1977

Academic experience: 2000- Professor of Comparative Literature and German, Penn State; 1992-2000 Associate Professor of Comparative Literature and German, Penn State; 1986-92 Assistant Professor of Comparative Literature & German, Penn State University; 1984-86 Assistant Professor of German, Bowdoin College

Overseas experience: Mexico, Brazil, Germany, Japan, China, Taiwan, Mozambique

Language(s): German- fluent, Portuguese- fluent, Spanish- excellent, French- excellent, Japanese- beginner, Italian – fair, Russian - beginner

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 010: Introduction to World Literature; CMLIT506 Theory of Translation; CMLIT 501: Global Premodern Literary Theory

Research and training specialization: European literatures of the early modern period; criticism and theory; epistolarity; translation studies; millennial studies; and law and literature.

Select recent publications: *Millennial Literatures of the Americas* (OUP, 2008); *Nation and Region in Modern European and American Fiction* (Purdue, 2008)

Number of dissertations or theses supervised in past five years: 6

Distinctions/awards: 1992, Class of 1933 Humanities Award, College of Liberal Arts, Penn State University; 1993, Eisenhower Award for Excellence in Teaching, Penn State University; Distinguished Professor 2009; Faculty Scholar Medal 2010

Childress, Dawn: Sally W. Kalin Librarian for Technological Innovations and Humanities Librarian

Education: Indiana University-Bloomington, MLS with a specialization in Rare Books and Special Collections, Graduate work in History of the Book, Translation Studies, December 2007; Eberhard-Karls-Universität, Tübingen, Germany, Coursework in Philosophy and German Language and Literature in the Neuphilologische, Fakultät, January 1999 - July 2000; October 2001 - February 2002 Washington University in St. Louis Bachelor of Arts cum laude, Germanic Languages and Literature; Philosophy, August 1998 - August 2001

Professional experience: Penn State University Libraries-University Park, Sally W. Kalin Librarian for Technological Innovation; Humanities Librarian for German & Slavic Languages and Literatures, French & Francophone Studies, Philosophy, and Comparative Literature October 2008 – Present; Indiana University Libraries-Bloomington, Visiting Librarian for Germanic Studies, French & Italian, Comparative Literature, and Linguistics, Wells Library December 2007-2008; Subject Specialist for West European Studies (WEST), Wells Library, January 2006 - October 2008; Intern, Lilly Library, Rare Books and Manuscripts, January 2006 - August 2006; Research and Editorial Assistant, Librarian for Political Science, Economics, Criminal Justice, and Global Studies, Wells Library, August 2005 - January 2006; Public Services Assistant, Lilly Library, Rare Books and Manuscripts, May 2005 - August 2006; St. Louis Public Library, Humanities and Social Science Research Collections, Humanities Subject Specialist, April 2002 - June 2004

Overseas experience: Germany

Language(s): Excellent knowledge of German; Working knowledge or better of French, Spanish, Swedish, Latin, Polish, Czech; Bibliographic knowledge of most European languages

Select recent publications: Childress, Dawn and Daniel Hickey. "Liaison Librarians and Scholarly Communication: A Framework and Strategies for Assessment," *Assessing Liaison Librarians: Documenting Impact for Positive Change*. Mack, Daniel C. and Gary White, eds. PIL, Chicago. (Forthcoming); Childress, Dawn. "Citation Tools in Academic Libraries: Best Practices for Reference and Instruction." *Reference and User Services Quarterly* 51.2 (2011).

Number of dissertations or theses supervised in past five years: n/a

Distinctions/awards: Sally W. Kalin Librarianship for Technological Innovation, endowed appointment, 2012; NEH Sponsored Travel Grant for "Taking TEI Further: Transforming and Publishing TEI Data," Brown University, 2012; MLA International Bibliography Fellowship, 2011-2016.

Ertürk, Nergis: Associate Professor, Comparative Literature

Education: Ph.D., Columbia University, 2006; M.Phil., Columbia University, 2003; M.A., Columbia University, 2000; B.A. with Honors, Harvard University, 1999

Academic experience: August 2006-present: Assistant Professor of Comparative Literature, Pennsylvania State University; September 2006-December 2008: Visiting Asst Professor in the Humanities, Cogut Center for the Humanities, Brown University; September 2006-August 2008: Assistant Professor of Comparative Literature, Binghamton University, SUNY; January-May 2007: Postdoctoral Fellow, Center for Comparative Literature and Society, Columbia University

Overseas experience: Turkey

Language(s): Turkish (native fluency); 19th century Ottoman Turkish (reading); German (reading and basic speaking); French (reading); Italian (reading); Serbo-Croatian (reading)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 504 Postcolonialism

Research and training specialization: Modern Turkish literature and culture; Ottoman print culture; theories of modernity; postcolonial studies; comparative modernisms; deconstruction

Select recent publications: *Grammatology and Literary Modernity in Turkey* (Oxford University Press, 2011);

"Surrealism and Turkish Script Arts." *Modernism/modernity* 17.1 (January 2010): 47-60.

"Modernity and Its Fallen Languages: Tanpınar's Hasret, Benjamin's Melancholy." *PMLA* 123.1, January 2008,

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: 2012 MLA Prize for a First Book; Winner of the 2008 William Riley Parker Prize for an outstanding article published in *PMLA* Language pedagogy background

Eckhardt, Caroline: Professor of Comparative Literature; Director, School of Languages and Literatures

Education: Ph.D. Univ. of Michigan 1971; M.A. Indiana Univ. 1965; B.A. Drew University 1963

Academic experience: Our proposed FLAS Coordinator, Eckhardt has been Director of Penn State's School of Languages and Literatures since 1998; our Summer Language Institute and LCT-L Initiative report to her. Nearly 30 years' experience in developing critical language programs, including our major in Japanese, minor (now major) in Chinese, minor in Arabic, and courses in Korean, Hindi, and Swahili. Assisted our school district to add its first high school courses in a non-Western language (Japanese). Project Director for Penn State's federally funded StarTalk Program for Arabic since 2009 (student instruction and teacher training); PI on approximately \$500,000 in LCTL language grants (Arabic).

Overseas experience: Peru, Germany, France, England, the Netherlands, South Africa, Kenya, Indonesia

Language(s): French, German, Spanish (fair); Latin, Occitan, Old French, other medieval languages

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 501: Comparative research methodology, research ethics; CMLIT 502: Literary Theory; CMLIT 597, Professional Development for Teachers; CMLIT 505/ENGL 541: Medieval Studies

Research and training specialization: Comparative medieval literature, comparative literature as an international humanities discipline

Select recent publications: -"Old Fields, New Corn, and Present Ways of Writing about the Past," in *Comparative Literature in an Age of Globalization*, ed. Haun Saussy (Johns Hopkins University Press, 2006), 139- 54;

"Association of Departments and Programs of Comparative Literature, 2005 Report on the Undergraduate Comparative Literature Curriculum," *Profession* (2006): 177-97; (Committee publication, co-authored); "Reading Jaufré: Comedy and interpretation in a medieval cliff-hanger," *The Comparatist* 33 (2009): 40-62; "World Literature and the Graduate Curriculum," *Teaching World Literature*, ed. David Damrosch (MLA, 2009), 165-78.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Class of 1933 Distinction in the Humanities, 1996, Penn State; College of the Liberal Arts, Outstanding Service Award, Penn State, 2007; Howard B. Palmer Award (University Mentoring Award), Penn State, 2010; 2 endowed funds established in her honor, 2013

Eubanks, Charlotte: Associate Professor of Comparative Literature, Japanese, and Asian Studies.

Education: B.A. University of Georgia; M.A. Indiana University; Ph.D. University of Colorado

Academic experience: 2006-present Assistant Professor, Penn State University; 2006-2006 Lecturer, University of Virginia; 2001-2005 Graduate instructor; University of Colorado

Overseas experience: Japan

Language(s): English (native speaker), Japanese (near native fluency), Classical Japanese (full proficiency), Kanbun (research proficiency), Chinese (research proficiency), German (research proficiency)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT504: Poetics of Memory (global focus); CMLIT 501: Teaching World Literature; CMLIT503: Modern Critical Theory

Research and training specialization: intersections of material culture, performance studies, and ethics in literature

Select recent publications: *Buddhist Textual Culture: Miracles of Book and Body in Medieval Japan* (University of California Press, 2011)

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Visiting Scholar in Residence, Nanzan Institute for Religion and Culture, June 2007; Beverly Sears Graduate Student Research Grant- Gambill Family Endowment, 2003; Residence Life Academic Teaching Award, 2003 & 2004; "Best Should Teach" Teaching and Pedagogical Leadership Award, 2003; Graduate Teaching Excellence Award, 2003; Center for Humanities and the Arts Resident Scholar, 2002-2003

Frieden, Robert: Pioneers Chair and Professor of Telecommunications and Law

Education: J.D., University of Virginia School of Law, 1980; B.A., University of Pennsylvania, 1977 (cum laude with distinction in the major)

Academic experience: 1992-Present: Pioneers Chair and Professor of Telecommunications and Law, Pennsylvania State University.

Overseas experience: The Netherlands; Korea; Japan; Singapore; Italy; Germany

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: Telecommunications Law and Policy; Media and Democracy

Research and training specialization: Teach courses and research issues in the law, regulation, and business of telecommunications, information technologies, international trade, intellectual property, and electronic commerce. Actively engaged in seeking grants and consulting work.

Select recent publications: *Winning the Silicon Sweepstakes: Can the U.S. Compete in Global Telecommunications*, Yale University Press; *All About Cable and Broadband*, Law Journal Press

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Top Three Faculty Paper, Association for Education in Journalism and Mass Communications, Law and Policy Division (2009); Fulbright Specialist Program Registrant (2008-2009); Pacific Telecommunications Council, Meheroo Jussawalla Research Paper Prize (2008); Top Three Faculty Paper, International Communications Association, Communications Law and Policy Division (2007)

Hayot, Eric Distinguished Professor, Comparative Literature and Asian Studies; Head, Comparative Literature
Education: Ph.D., University of Wisconsin- Milwaukee, 1999; M.A., Georgetown, 1994, B.A., Georgetown, 1993
Academic Experience: 2012-2013, Associate Professor of Comparative Literature and Director, Asian Studies, Penn State; 2013-2014, Visiting Fellow, Heidelberg Center for Transcultural Studies, University of Heidelberg; Spring 2013, Visiting Professor, Department of Comparative Literature, Princeton University; 2007-2012, Associate Professor, Penn State; 2005-07, Associate Professor, U of Arizona; 2001-2005, Assistant Professor, U of Arizona; 2000-01, Assistant Professor, U of Northern Iowa
Overseas Experience: China, Taiwan, France, Germany
Languages: French (fluent), Mandarin Chinese (excellent), Spanish (fair), German (fair)
Percentage of time dedicated to courses with International content: 75
Research/teaching specializations: Comparative modernisms; globalization; East/West comparative literature; Asian American Studies
Recent publications: (contract) *A New Vocabulary for Global Modernism*, edited with Rebecca Walkowitz (Columbia); 2014 *The Elements of Academic Style: Writing for the Humanities* (Columbia); 2012 *On Literary Worlds* (Oxford); "The Asian Turns." *PMLA* 124.3 (May 2009): 906-917.; *The Hypothetical Mandarin: Sympathy, Modernity, and Chinese Pain* (Oxford University Press, 2009). *Sinographies: Writing China. Edited with Haun Saussy and Steve Yao.* (U of Minnesota Press, 2007).; *Chinese Dreams: Pound, Brecht, Tel Quel.* (U of Michigan Press, 2004).
Number of dissertations/theses supervised in the past 5 years: 5
Selected Distinctions/awards: Class of 1933 Award for Distinction in the Humanities; UCLA International Institute Fellowship; Mellon Foundation Short-Term Research Fellowship; 2013-14, Fulbright Scholar, Institute of International Education; 2010, Modernist Studies Association Book Prize, for *The Hypothetical Mandarin*; 2010, Class of 1933 Award for Distinction in the Humanities, Penn State; 2010, Erasmus Award (Departmental Advising, Penn State); 2010, Confucius Institute (\$900,000/5 years), Penn State.; 2009-11, IAH Interdisciplinary Research Group (\$15,000/3 years), Penn State; 2009

Ochoa, John: Associate Professor, Spanish, Italian and Portuguese; Comparative Literature
Education: AB Vassar College, 1990 Ph.D. Yale University, 1999
Academic experience: Assistant Professor University of California, Riverside (1999-2006); Associate Professor; University of California, Riverside (2006); Associate Professor, Penn State University (2006-current).
Overseas experience: Mexico; Spain; France
Language(s): Spanish (Native), French (good), Italian (good), Latin, Portuguese (reading)
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: CMLIT Latino Literature and Culture; SPAN The Uses of Mexico (Survey of Mexican Literature and Culture)
Research and training specialization: Inter-American literature; Mexican intellectual and cultural history and Mexican national identity; Colonial Latin American literature; the relationship between nationalism and aesthetics, as well as anthropological and psychoanalytic approaches to literature.
Select recent publications: *The Uses of Failure in Mexican Literature and Identity* (University of Texas Press, 2004); Guillermo Gómez-Peña. *Bitacora del cruce.* Edited, with an Introduction and Research Guide by John Ochoa (Fondo de Cultura Economica, 2006); "Paradoxical Citizenship: Said's Foucault, or the Places of the Critic" in *Paradoxical Citizenship.* Edited by Silvia Nagy-Zekmi (Lexington Books, 2006) (pp. 49-56); "Sor Juana, Food and the Life of The Mind" in *Approaches to Teaching Sor Juana.* Edited by Emilie L. Bergmann and Stacey Schlau (Modern Language Association, 2007)
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: Ford Foundation Fellowship (Academic year 2000-2001).

Page, Richard: Director of the Program in Linguistics; Associate Professor of German and Linguistics
Education: 1994: Ph.D. in Germanic linguistics, University of Wisconsin-Madison; 1989: M.A. in German literature, Vanderbilt University; 1986: J.D., Univ. of North Carolina at Chapel Hill; 1983: B.A., Davidson College
Academic experience: 2001-present Associate Professor, Penn State; 1995-2001, Assistant Professor, Penn State; 1994-95, Visiting Assistant Professor, Davidson College
Overseas experience: Germany
Language(s): German (near-native fluency)
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: German Linguistics
Research and training specialization: Germanic linguistics, historical linguistics, language change, language contact, Pennsylvania German, and phonology.
Select recent publications: Gender Assignment of English Loanwords in Pennsylvania German: Is There a Feminine Tendency? In *Approaches to German Speech Islands*, ed. by Michael T. Putnam. Cascadia Press. (forthcoming). (with Joshua R. Brown) The Big Valley Oral History Project: Language Attitudes toward Pennsylvania German in Big Valley. *Yearbook for German-American Studies* 42 (2007): 125-140. On the Irregularity of Open Syllable Lengthening in German. *Historical Linguistics 2005: Selected papers from the 17th International Conference on Historical Linguistics*, Madison, 31 July-5 August 2005. Amsterdam & Philadelphia: John Benjamins (2007): 337-350. The synchrony and diachrony of vowel length in English and Dutch. *Diachronica* 23.1 (2006): 61-104. (with Philip Baldi).
Number of dissertations or theses supervised in past five years: 3

Schmidt, Dennis: Liberal Arts Research Professor, Philosophy, Comparative Literature, German
Education: Ph.D., Boston College, 1980; B.A. Bucknell University, 1974
Academic experience: 2007- Liberal Arts Research Professor, 2003-2007 Professor, Penn State; 1995-2003; Professor, Villanova University; 1990 Professor, SUNY Binghamton; 1986-1990 Associate Professor, SUNY; Binghamton, 1982-1986 Assistant Professor
Overseas experience: University of Freiburg, Germany; Leuven, Belgium; Graduate Studies (Various Years; Between 1975-1980); 1995, University of Tübingen, Germany (Visiting Professor of Philosophy); University of Freiburg, 2006 Visiting Professor Of Classics And Philosophy; 2008, Università Roma (La Sapienza), Honorary Professor Of Humanities; Board Of Directors, Collegium Phaenomenologicum; Seminario De Hermeneutica; Universidad Nacional Autónoma de México; Board Of Directors, Hermeneutik Symposium, Freiburg, Germany
Language(s): German- Fluent; French & Ancient Greek- Excellent.
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: War and Representation; Art and Truth
Research and training specialization: Aesthetic Theory, Ancient Philosophy and Literature, Political and Ethical Issues
Select recent publications: *Hermeneutische Wege*, Co-Edited With Gareth Figal, 2000; *On Germans and Other Greeks*, 2001; *Lyrical and Ethical Subjects*, 2005; *The Difficulties Of Ethical Life*, Co-Edited W/ Shannon Sullivan, 2008; *Being And Time*, by Martin Heidegger, revised edition, translation, with a new foreword, 2010
Number of dissertations or theses supervised in past five years: 14
Distinctions/awards: Liberal Arts Research Professor, Penn State

Taylor, Richard Palmer: Chair of Telecommunication Studies and Law; Co-Director of the Institute for Information Policy Education
Education: J.D.: New York University School of Law; Ph.D.: Columbia University *Academic Experience:* August 2003-August 2004, Visiting Scholar at the East West Center in Hawaii. 1995, USIS Visiting Expert in India on telecommunications liberalization.
Overseas Experience: Japan, Korea, China, Australia, Fiji
Language(s): Basic Chinese, Japanese
Percent of time dedicated to area/international studies courses taught: 25-50
Area, international studies courses taught: Emerging Telecommunications Technologies (Comm 484); International Trade in Telecommunications Goods and Services (Comm 491)
Recent publications: with Dr. Amit Schejter, Fordham University Press, 2013 *Beyond Broadband Access: Developing Data-Based Information Policy Strategies*; Taylor, R. (2009). "U.S. Cable TV Policy: Managing the Transition to Broadband." Taylor, R. (2007). "Time for Change: Transforming Funding for Broadband Universal Service". In Schement, J., ed., Benton Foundation Universal Service Project Report, Washington, D.C.; Constantin, C., Grigorovici, D., Jayakar, K., Taylor, R., & Schement, J. (2006). "Infometrics: a structural equation modeling approach to information indicators and "e-readiness" measurement." In B. Preissl and J. Mueller (eds.), *Governing Communications Networks: Connecting societies and Markets with IT*. Amsterdam: Elsevier Science. ; co-author, "Technology Parks of the Asia Pacific: Lessons for the Regional Digital Divide" (M.E. Sharpe 2003)
Number of Dissertations/theses supervised in the past 5 years: 4
Distinctions/awards: Invitation from government of People's Republic of China to make a presentation to the State Council Advisory Committee on State Informatization on the U.S. National Broadband Plan, Beijing (July 2010); Member, Obama Campaign Advisory Committee on Technology, Media and Telecommunications (2008-2009); January 2009, co-chair of the annual convention of Pacific Telecommunications Conference; 2002, appointed IBM Faculty Partner for his work in the area of information metrics

Wanner, Adrian: Professor of Slavic Languages and Literatures and Comparative Literature
Education: M.A. equivalent, University of Zurich, Switzerland, 1987; Ph.D., Columbia University, 1992
Academic experience: 2003-present Full Professor, PSU 2001-2008 Head, Department of Germanic and Slavic Languages and Literatures 1998-2003 Associate Professor, PSU 1996-98 Assistant Professor, PSU 1992-96, Assistant Professor, U of Evansville
Overseas experience: Born and raised in Switzerland; 1983-84 Universite Paris-IV, France; 1985-86 Leningrad State University, USSR; 2008/09 Sabbatical at Free University of Berlin, Germany
Language(s): German: native; French: fluent; English: fluent; Russian: fluent; Italian: good; Spanish: fair
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: Russian Culture and Civilization; The Culture of Stalinist Russia and Nazi Germany; Literature of the Occult
Research and training specialization: Russian literature, Comparative literature, Translation Studies, Diaspora literature
Select recent publications: *Out of Russia: Fictions of a New Translingual Diaspora*. Evanston: Northwestern University Press, 2011; "The Russian Immigrant Narrative as Metafiction." *Slavic and East European Journal* 55, no.1 (Spring 2011), pp. 58-74; *Russian Minimalism: From the Prose Poem to the Anti-Story*. Evanston: Northwestern University Press, 2003
Number of dissertations or theses supervised in past five years:
Distinctions/awards: Class of 1933 Distinction in the Humanities Award, Pennsylvania State University, 2004; NSEP Institutional Grant to create Russian and Ukrainian Programs for Future Agricultural Leaders, Co-PI, 2002-2006; Dialog Stiftung, Zug (Switzerland). Publication subsidy for German translation of Innokentii Annenskii's poetry, 1998

CHINESE AND HINDI INITIATIVES

Hindi Language Instructor

Sen, Suchismita: Director, Hindi Programs; Senior Lecturer, Asian Studies

Education: 1991 Ph.D. Comparative Literature, Penn State; 1987 M.A. German, Penn State; 1978 B.Sc Botany (Honors) University of Calcutta, India

Academic experience: 1) 2013: Chaired the session, “Making History” at the Conference, The Local as Cosmopolitan: Negotiating Tradition, Making History, Translating Culture in South Asia. A Conference in memory of Prof. Kumkum Chatterjee; 2) Participation in Spiritual Transformation Research Symposium at the University of California, Berkeley. April 5-7. 2006.

Language(s): Bengali, Sanskrit, Hindi, German.

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Designed Hindi language sequence, Hindi 497, Asia 100 Proposed Asia 120Y; Comparative Literature Myths and Mythologies; Women and Religion; Introduction to Hinduism

Research and training specialization: Instruction of Religion; Science and Religion in conversation; Research in Folklore Methodology, University of California at Berkeley. Preceptor: Professor Alan Dundes, Department of Anthropology

Select recent publications: 2014. Sen, Suchismita. A Question of Balance: The Study of Religions. San Diego, CA: Cognella; Sen, Suchismita. “Speaking across the Chasm: Literature as a Bridge between Science and Religion” in *Cross Currents*, 2007, vol. 57, no. 1, 84-101.

Distinctions/awards: President’s Fund for Undergraduate Research 2006-2007 funded by the College of Liberal Arts. Penn State University, University Park, Pa. 16801; President’s Fund for Undergraduate Research 2007-2008 funded by the College of Liberal Arts. Penn State University, University Park, Pa. 16801; Donald Haag Research Fund in the Humanities 2007-2008 funded by the Department of History and Religious Studies Program. Penn State University, University Park, PA

Chinese Language Instructors

Di, Chunyuan: Assistant Director of Confucius Institute at Penn State University; Lecturer in Chinese

Education: 2010 M.M., music composition, Arizona State University; 2005 Orff and Kodaly level I certifications, Arizona State University; 2004 B.M., music composition, University of Arizona; 1997 A.M. equivalent, instrumental accompaniment, The Academy of Traditional Chinese Opera (Zhongguo Xiqu Xueyuan), Beijing, China

Academic experience: 2010- present Assistant Director of Confucius Institute at Penn State University; 2007-present Lecturer in Chinese, Penn State University; 2005-2007 Teacher, P.S. Arts (LA Unified School District, Los Angeles); 2006 Summer Piano Instructor at Marlborough School, Los Angeles; 2005 Artist in the Phoenix Symphony Orchestra’s after-school program; 2004-2007 Private piano teaching; 1997-1998 Chinese language tutoring for American students at Peking University

Language(s): Chinese (native fluency); English (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Training specialization: I teach all levels of Chinese language and participate in discussions about the development of the Chinese curriculum. I have attended workshops offered by CALPER as well as the ACTFL conference to pursue professional development. I also supervise language proficiency testing in Chinese.

Distinctions/awards: 2003 & 2004 Nelson General Scholarship, University of Arizona School of Music; 2003 & 2004 Scholarship from Brevard Music Center, composition program; 2001 General scholarship, University of Northern Iowa School of Music

Du, Wen-hua: Senior Lecturer in Chinese, Chinese Program Coordinator

Education: Ph.D. in Curriculum and Instruction (Minor in Foreign Languages and Linguistics), University of Wisconsin–Milwaukee (December 2008); M.A. in Teaching Chinese as a Second Language, National Taiwan Normal University, Taipei, Taiwan, (June 2000); B.A. in Philosophy, Soochow University, Taipei, Taiwan (June 1997)

Academic experience: Senior Lecturer in Chinese, Chinese Program Coordinator, the Pennsylvania State University (August 2010 to present); Visiting Assistant Professor in Chinese, University of Wisconsin–Madison (August 2009 to May 2010); Lecturer in Chinese and Acting Chinese Program Coordinator, University of Wisconsin–Milwaukee (August 2007 to May 2009); Senior Instructor in Chinese, Beloit Summer Chinese School, Beloit, WI (2002– 2004 and 2007); Summer Intensive Chinese Program Coordinator, Beloit Summer Chinese School, Beloit, WI (2007); = Instructor in Chinese, Cricket Academic School, Milwaukee; Associate Lecturer in Chinese, University of Wisconsin–Milwaukee (August 2000 to May 2001); Instructor of Chinese, International Chinese Language Program, National Taiwan University, Taipei (June 1999 to August 1999); Instructor of Chinese, Chinese Language Program, Department of Chinese Literature, National Taiwan University (December 1998 to June 1999); Instructor of Chinese (Internship), Summer Chinese School, Middlebury College, VT (1998)

Overseas experience: China

Language(s): Chinese (fluent)

Training specialization: ACTFL Oral Proficiency Interview Assessment Workshop, Boston, MA (November, 2010); Chinese Modified Oral Proficiency Interview (MOPI) Training, Milwaukee, WI (February 2008); IDI (Intercultural Development Inventory) qualified administrator, Plymouth, Minnesota (October 2006)

Select recent publications: Du, W. "Second Language Acquisition." In Y. Xu (Ed.), *Assessing Young English Learners: From Theory to Practice*, Nova Science Publishers, NY, manuscript for print in progress; Du, W. (November, 2012) "Preliminary Examination on Beginning CHL Writing and its Implications of Curriculum Design," Presentation at the ACTFL-CLTA Annual Meeting, Philadelphia.

Li, Ming-Ying: Instructor of Chinese Language

Education: 2014 Pennsylvania State University (Penn State), University Park, PA, Ph.D. Candidate, (ABD) in Language, Culture, and Society, (degree expected August, 2015); 2009 National Taipei, University of Education, Taiwan, Teacher Training Program in Teaching Chinese as a Second Language; 2009, University of Exeter, United Kingdom, M.Ed. with Merit in Teaching English to Speakers of Other Languages; 2007, National Taiwan Normal University, Taiwan, Teacher Training Program in Chinese as a Foreign Language; 2003 National Hsinchu University of Education, Taiwan, B.Ed. in Elementary Education

Professional experience: 2013-Pennsylvania State University, University Park, PA; 2014 Lecturer in Chinese, Department of Asian Studies (one-year temporary replacement), Examiner of Chinese Language Proficiency, Department of Asian Studies; 2010-Pennsylvania State University, University Park, PA; 2013 Graduate Instructor, Asian Studies Program, Graduate Instructor, English as a Second Language Program, Teaching Assistant, Department of Curriculum and Instruction; 2010-Pennsylvania State University, University Park, PA; 2012 Graduate Instructor, Summer Intensive Language Institute

Overseas experience: China

Language(s): English near native fluency; Hakka native, Hokkien (Taiwanese) conversational capabilities
Mandarin native

Training: 2013 The 2nd Annual Chinese Pedagogical Workshop at Penn State, March 16 & March 30; 2012 Designing Voice Thread Activities to Promote Intercultural Competence at University of Arizona Center for Educational Resources in Culture, Language and Literacy (CERCLL), January 26; 2011 The 1st Annual Chinese Pedagogical Workshop at Penn State, December 3; 2011 Startalk/NHLRC Heritage Language Teacher Workshop, UCLA NHLRC, July 18 – 22

Presentations: 2014 Learning Chinese as a Heritage Language: Learner Needs Analysis and Chinese Curriculum Development. CLTA-GNY 2014 Annual Conference: 12th New York International Conference on Teaching Chinese, New York, NY, May 3 – 4; 2012 The Impact of Bilingual Schooling on Learners' Cultural Identity in Taiwan. The 33rd Annual Applied Linguistics Winter Conference, New York, NY, February 11

Wan, Fang: Lecturer in Chinese

Education: 2008.10-2009.10 Master of Science in Finance and Investment, University of Essex, UK; 1997.09-2001.07 Bachelor of Arts in Business and English, Jilin University, China

Professional experience: 2011.08-to date Lecturer in Chinese, the Pennsylvania State University, USA; 2007.01-2007.04 Research Assistant (internship), Red Pagoda Concepts, LLC, USA; 2001.09-2001.12 English instructor (part-time), Beijing Wangfujing English Training School, China; 2000.10-2001.01 Teaching Internship, Jilin University, China; 2010.04-2011.08 Administrative Assistant, University of Essex, UK; 2003.03-2006.07 Procurement Specialist, IA Municipal & Environmental Engineering Co., China

Overseas experience: China

Language(s): Mandarin (native); English (fluent); Spanish (beginner)

Percent of time dedicated to area/international studies courses taught:

Area, international studies courses taught:

Research and training specialization: Teach Chinese to undergraduate and graduate students, which includes classroom teaching, grading papers and exams, evaluating students' work, corresponding with students, assist department events, etc; Work in Grants and Contracts office, responsible for developing Humanities Funding Opportunities Database, searching funding opportunities for faculty members and supporting post-award processing.

Yu, Jia: Instructor of Chinese Language

Education: M.A., Applied Linguistics, Ohio University, August 2010; Graduate Certificate, Computer Assisted Language Learning, Ohio University, August 2010; B.A., Teaching Chinese as a Second Language, Beijing Language and Culture University, July 2008

Professional experience: Acting Coordinator, Chinese Program, The Pennsylvania State University April, 2014-December, 2014; Lecturer, The Asian Studies Department, The Pennsylvania State University, September, 2010-present; Coordinator, Summer Chinese Program at the Pennsylvania State University June, 2011-July, 2011; Lecturer, Princeton University Summer Chinese Program in Beijing (PiB) June, 2010-July, 2010; Graduate Instructor, Chinese Program, Ohio University September, 2008-June, 2010

Language(s): Chinese (Native fluency)

Presentations: Sun, Yanyan, Yu, Jia & Gao, Fei (2013, March). Shared video media: A new environment to support peer feedback in second language learning. 24th Annual Conference of the Society for Informational Technology and Teacher Education, Association for the Advancement of Computing in Education, New Orleans; Yu, Jia (2012, November). Designing and implementing online activities using VoiceThread in Chinese language class. The Third Annual Chinese Language Education Forum, Chinese Language Education and Research Center (CLERC), San Francisco; Yu, Jia (2012, March) Making the most of online tools for language teaching, Language Teaching Workshop Series, CALPER, The Pennsylvania State University, University Park; Yu, Jia (2011, October). Identity in learner narratives and successful Chinese language learning. Writing Education across Borders, The Pennsylvania State University, University Park; Yu, Jia (2010, October). Identity, good language learning, and learners of Chinese in the United States. The First Roundtable in Second Language Studies, Teachers' College, Columbia University, New York City.

Distinctions/awards: Faculty Marshal, The Asian Studies Department (selected by the Student Marshal) The Pennsylvania State University, May 2014; Teaching Assistantship including a full tuition waiver and a stipend, Ohio University, September 2008-June 2010; Third Rank Academic Excellence Scholarship, College of Humanities, Beijing Language and Culture University, October 2005, 2006; and 2007

Asian Studies Faculty: Chinese and Hindi-Focused

Atwill, David: Director of Graduate Studies in History; Associate Professor of History and Asian Studies

Education: Ph.D. 1999- University of Hawai'i, Manoa; M.A. 1994- University of Hawai'i, Manoa; 1989 Whitman College.

Academic experience: 2010-11 Visiting Research Scholar, Department of History, Yunnan University; 2007-08 Visiting Fellow, Center for Studies of Chinese Southwest Borderland Ethnic Minorities of Yunnan University; 2002 - 2008 Assistant Professor of History & Asian Studies, Dept. of History & Religious Studies, Pennsylvania State University, University Park, Pennsylvania; 2001-2002 Assistant Professor, Department of History, University of Colorado at Denver, Denver, Colorado; 2001 Visiting Fellow, Center of Islamic and Central Asian Studies, Humboldt University, Berlin Germany; 1999-2001 Assistant Professor, Department of History, Juniata College, Pennsylvania; 1997-98 Research Scholar, Department of History, Yunnan University, China; 1996-97 Research Scholar, Institute of History and Philology, Academia Sinica, Taipei, Taiwan.

Overseas experience: China, Taiwan, France, Italy, Germany.

Language(s): Chinese (Fluent Classical and Modern Mandarin); French (Conversant Reading/Speaking); Tibetan (Intermediate Reading/Speaking); Italian (Reading)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Ethnicity and Borderlands in Late Imperial China (HIST588); Islam's Orient: Islam, Nationalism and Ethnic Violence in China (HIST/RLST/CMLIT597C)

Research and training specialization: Chinese Ethnic/Ethnographic History; Muslim Chinese; Late Imperial China Borderlands; Transnational Asian History.

Select recent publications: 2010 "Ruminations on the Interpretive Framework of 19th Century Tibet-Yunnan Relations," *Journal of Ethnology* 1-2 (2010) [In Chinese]; 2009 [Book] *Sources in Chinese History (1644-present)* Prentice Hall; 2007 "Holy Culture Wars: Patterns of Ethno-Religious Violence in 19th and 20th Century China," in *Belief and Bloodshed: Religion and Violence Across Time and Tradition*. Ed. James Wellman. (Rowman & Littlefield).

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: 2007-2010 Mellon New Direction Fellowship; 2007-2009 Fulbright

Atwill, Yurong Jade: Associate Librarian; Asian Studies Librarian; Arts and Humanities Library, University Libraries

Education: Master of Library and Information Science, May 1995; University of Hawaii at Manoa, Honolulu, Hawaii; Bachelor of Arts, Foreign Languages and Literature (English), July 1986; Yunnan University, Kunming, Yunnan Province, People's Republic of China

Academic experience: 2007-present, Associate Librarian, Penn State; 2001-2007, Assistant Librarian, Penn State; American Library Association, Council on East Asian Libraries, Association for Asian Studies, OCLC CJK Users Group, Chinese American Librarians Association

Overseas experience: China, Taiwan

Language(s): Chinese (native speaker), English (fluent), Japanese (fair)

Research and training specialization: East Asian studies librarianship, China studies library resources/East Asia studies related library resource courses

Select recent publications: Atwill, Yurong and David Hickey. "Area Studies Librarians and International Book Fairs: The Hong Kong Book Fair Experience" *Library Collections, Acquisitions, and Technical Services*, Vol. 27:1 (2003), 97-105; Atwill, Yurong. "Changes and Adjustments: Collection Development in a Chinese Academic Library." *Charleston Conference Proceedings* 2002. Westport, Conn.: Libraries Unlimited, 2003, 97-101; Atwill, Yurong Y. and Tong Bu. "Meiguo da xue tu shu guan shi ye ji qi qi shi" [Introduction to US Academic Libraries and Comparison to China's Peer Institutions] *Yunnan Minzu Daxue Xuebao*, [*Journal of Yunnan University for Nationalities*] Vol. 22 (2005), 417-419; Atwill, Yurong Y. "E-journals from China: Technical and Collection Issues." *The Journal of Academic Librarianship* Vol. 31:6 (2005) 598-604.

Brindley, Erica: Associate Professor, Penn State University, Department of History and Asian Studies

Education: Ph.D., Princeton Univ. 2002; B.A. Princeton Univ. 1993

Academic experience: 2005-present, Assistant Professor, Penn State; 2004-2005 Lecturer, University of Southern California; 2003-2004 Mellon Postdoctoral Fellow, University of Southern California

Overseas experience: Germany, Taiwan, Vietnam, China

Language(s): Mandarin Chinese (fluent), Classical Chinese (fluent), German (fluent), Japanese (good), French; (good), Vietnamese (beginner), Taiwanese (beginner), Classical Greek (fair)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: ASIA197B - Introduction to Buddhism; HIST483 - Chinese Society and Culture to 1800

Research and training specialization: Religion and intellectual history of early China, especially before 300 A. D.; music and cosmology in early China; ethnicity and the history of the Yue (Viet) on China's Southern frontier

Select recent publications: Individualism in Early China: Human Agency and the Self in Thought and Politics. University of Hawaii Press, 2010; Music, Cosmology, and the Politics of Harmony in Early China. State University of New York Press, August, 2012.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: American Council of Learned Societies, Charles A. Ryskamp Research Fellowship, Fall, 2011-Spring, 2012; American Council of Learned Societies/Chiang Ching-kuo Foundation, "New Perspectives on Chinese Culture and Society Grant" for a workshop on excavated texts, Spring, 2010; Kent Forster Memorial Junior Faculty Award, Pennsylvania State University, Spring, 2008; National Endowment for the Humanities Summer Institute on the Silk Road, University of Hawaii/East-West Center, 2006.

Baldanza, Kathleen: Assistant Professor of History and Asian Studies

Education: Ph.D., University of Pennsylvania, 2010; M.A., University of Pennsylvania, 2004; B.A., Bryn Mawr College, 2001

Academic experience: Pennsylvania State University, Assistant Professor of History and Asian Studies, 2011 - ; Skidmore College, Visiting Assistant Professor of History, 2010-2011

Overseas experience: China, Taiwan, Southeast Asia

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: HIST174 - The History of Traditional East Asia; HIST302W - Gender and Family Life in China; HIST483 - Chinese Society and Culture to 1800

Research and training specialization: late imperial China, with a strong interest in Southeast Asia, particularly Vietnam

Select recent publications: "De-Civilizing Ming China's Southern Border: Vietnam as Lost Province or Barbarian Culture," in Jeff McClain and Yongtao Du, editors, Chinese History in Geographical Perspective, Lexington Books, 2013; "A State Agent at Odds with the State: Lin Xiyuan and the Recovery of the Four Dong," in James Anderson and John K. Whitmore, editors, Forging the Fiery Frontier: Two Millennia of Encounters in the South and Southwest, Brill, 2014; "Perspectives on the Mac Surrender of 1540," Asia Major, November 2014.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: ACLS Comparative Perspectives on Chinese Culture and Society Conference Grant (2013); National Endowment for the Humanities Summer Institute, University of Hawaii/East-West Center (2011); Chiang Ching-kuo Foundation Doctoral Fellowship (2009-2010); Fulbright IIE Award for research at Academia Sinica, Taiwan (2008)

Desai, Madhuri: Associate Professor of Art History and Asian Studies

Education: Ph.D. in architecture, specialization in the history of architecture and urbanism (University of California at Berkeley); M.A. in landscape architecture (University of Texas at Arlington); M.A. in architecture, specialization in historic preservation (School of Planning and Architecture, New Delhi, India); B.A. in architecture (School of Planning and Architecture, New Delhi, India)

Academic experience: 2007-present Assistant Professor, Penn State

Overseas experience: India

Language(s): Hindu (Fluent), Marathi (Native speaker), Sanskrit (reading).

Percent of time dedicated to area/international studies courses taught: 75

Area, international studies courses taught: upper-level courses in the history of architecture and urbanism in South Asia. She also teaches surveys on the architecture and art of Asia, South/Southeast Asia, and Islam.

Research and training specialization: South Asian architectural and urban history with a concentration on the Early Modern and colonial periods

Select recent publications: Colonial Frames, Nationalist Histories: Architecture, Modernism and Identity, co-edited with Mrinalini Rajagopalan (London: Ashgate, 2010); "City of Negotiations: Urban Space and Narrative in Banaras," in Banaras: Urban History, Architecture, Identity, edited by Michael S. Dodson (New Delhi: Routledge, 2010); "Colonial Urbanism: A Critical Historiography," in Colonial Frames, Nationalist Histories: Architecture, Modernism and Identity, co-edited with Mrinalini Rajagopalan (London: Ashgate, 2010).

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: Fall2010 Postdoctoral Fellowship from the Paul Mellon Centre for Studies in British Art

Hsia, Ronnie: Edwin Earle Sparks Professor of History

Education: Ph.D., Yale University, 1982; MPhil, Yale University, 1980; M.A., Yale University, 1979; M.A., Harvard University, 1978; B.A., Swarthmore College, 1977

Overseas experience: China

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught: 50

Area, international studies courses taught: HIST531 - Religion and State-Making in the Early Modern World, 1400-1800

Research and training specialization: the history of the Protestant Reformation, Catholic Renewal, anti-Semitism, and the encounter between Europe and Asia

Select recent publications: *Jesuit Silk: The Cultural Practices of Catholic Conversion in early modern Europe and China* (in preparation); *A Jesuit in the Forbidden City: Matteo Ricci 1552-1610*. Oxford: Oxford University Press, 2010; *The World of Catholic Renewal, 1540-1770*, Cambridge: Cambridge University Press, 1998.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Käte Hamburger Fellow, Ruhr University, Bochum, Germany (2012); Humanities Doctoral Seminar Grant, Mellon Foundation (2009-2011); Institute of Arts and Humanities Resident Scholarship, Penn State University (2010); Netherlands Institute of Advanced Study Fellowship (2005-2006)

Merkel-Hess, Kate: Assistant Professor of History and Asian Studies

Education: Ph.D., University of California, Irvine, 2009; B.A., Yale University, 1999

Academic experience: “New Women and their Warlords: Masculine Militarism, Feminine Revolution, and Communist Challenges to Gender Hierarchy,” at Association for Asian Studies annual meeting in Philadelphia, PA, March 2014 (presenter and panel organizer); “A New Woman and Her Warlord: The Intimacies of Communist Conversion in Early Twentieth Century China,” for the Institute for Arts and Humanities Resident Fellows Lecture Series, Penn State, December 2, 2013; “A Nation of Villagers: Making Rural Citizens in Republican China,” for panel “Fitting into the Nation: Creating Citizens in Republican China,” at Association for Asian Studies annual meeting in San Diego, CA, March 2013 (presenter and panel organizer).

Overseas experience: China

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught: 90

Area, international studies courses taught: What is Asia? (ASIA 100); History of Modern East Asia (HIST 175); China in Revolution (HIST 486); Late Imperial and Modern China (HIST 581); Women and Gender in Modern Chinese History (HIST 582)

Research and training specialization: modern China; questions of how social and political identities took shape amidst nation-building and modernization

Select recent publications: “Acting Out Reform: Theater and Village in the Republican Rural Reconstruction Movement.” *Twentieth-Century China* 37.2 (May 2012): 161-180; Co-editor with Kenneth L. Pomeranz and Jeffrey N. Wasserstrom. *China in 2008: A Year of Great Significance*. Lanham, MD: Rowman & Littlefield, 2009; “Reading the Rural Modern: Literacy and Morality in Republican China,” *History Compass* 7, no. 1 (2009): 44-54.

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: Mellon/ACLS Recent Doctoral Recipients Fellowship, 2009-2010; Mellon/ACLS Dissertation Completion Fellowship, 2008-2009

Ng, On-Cho: Professor of History, Asian Studies, and Philosophy; Director of Asian Studies Program

Education: Ph. D. 1986 University of Hawaii; M. Phil. 1981 University of Hong Kong; B. A. (Honors) 1975 University of Hong Kong

Academic experience: 1986-1989: Assistant Professor, University of California, Riverside; 1989-1995: Associate Professor, Penn State University; “Gongyang exegesis,” International Symposium on the “Formation and Interpretation of Classic Works in Modern China,” June 14-16, 2012, Hong Kong Polytechnic University

Overseas experience: Taiwan, China, Hong Kong, the Netherlands

Language(s): Chinese (fluent); Japanese (good reading); French (beginner)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: HIST010 - Non-Western Civilization; HIST174 - The History of Traditional East Asia; HIST483 - Chinese Society and Culture to 1800; HIST484Y - History of Chinese Thought

Research and training specialization: Intellectual culture of late imperial China; Confucian ethics, historiography, hermeneutics and religiosity; Chinese history; Chinese religions; East Asian history; East Asian religions

Select recent publications: “Private Historical Writing in Late Imperial China.” In Daniel Woolf, Jose Rabasa, Edoardo Tortarolo, and Masayuki Sato, eds., *The Oxford History of Historical Writing*, Vol. 3. Oxford and London: Oxford University Press, 2012. Pp. 60-79; “Li Guangdi and the Philosophy of Human Nature.” In John Makeham, ed., *Dao Companion to Neo-Confucian Philosophy*. Dordrecht and New York: Springer Publishing, 2010. Pp. 381-398; Philosophy of the Yi: Unity and Dialectics. Co-edited with Chung-ying Cheng. *Journal Supplement Series to the Journal of Chinese Philosophy*. London: Wiley-Blackwell, 2009.

Number of dissertations or theses supervised in past five years: 3

Distinctions/awards: Co-editor of book series, ‘History of Chinese Thought,’ National University of Taiwan Press (2009 - present); Associate Editor and Book Review Editor of the *Journal of Chinese Philosophy* (2001 - present); Visiting Fellow, Research Centre for Chinese Philosophy and Culture, Chinese University of Hong Kong (2006); Visiting Professor, City University of Hong Kong (2005)

Raghuram, Sumita: Associate Professor (Human Resource Management), Labor Studies Employment Relations Department; affiliated. Asian Studies, Pennsylvania State University
Education: 1992: Ph. D. Industrial Relations Center, Carlson School of Management, University of Minnesota. Major: Human Resource Management; 1980: M.B.A. Xavier Labor Relations Institute, India. Major: Personnel Management and Industrial Relations; 1977: B.A. University of Delhi, India. Major: Economics.
Academic experience: 2005-current: Associate Professor (Human Resource Management), Labor Studies Employment Relations Department, Pennsylvania State University, State College, PA. Member of Graduate Faculty; 2002-2005: Associate Professor, Schools of Business (graduate and undergraduate), Fordham University, New York; 1993-2002: Assistant Professor, Schools of Business, Fordham; 1980-1985: Management consultant at the Asian Center for Organization Research and Development, India University, New York.
Overseas experience: India, France, Denmark
Language(s): Hindi (fluent)
Percent of time dedicated to area/international studies courses taught: 25
Area, international studies courses taught: MindTree Consulting, India, Indian School of Business, Hyderabad, India; Management of Human Assets
Research and training specialization: Causes and consequences of identity change; Identities in virtual work; HRM practices in small organizations
Select recent publications Raghuram, S. London, M. & Larsen, H. (2001). Flexible employment practices in Europe: Country versus culture, *The International Journal of Human Resource Management*, 12, 738-753; J. Schneider, Dowling, M. and Raghuram, S. (2007). Empowerment as success factor in startup companies, *Review of Managerial Science*, 1, 167-184.
Number of dissertations or theses supervised in past five years: 2
Distinctions/awards: 2008: SSRI grant from Pennsylvania State University; 2006: Penn State Presidents Undergraduate research award

Roberts, Bee-Yan: Professor of Economics, Affiliated. Asian Studies
Education: Ph.D., University of Wisconsin, Economics, August 1980; M.A., University of Wisconsin, Economics, December 1978; B.S., University of Singapore, Economics (Honors), January 1975; B.A., University of Singapore, Economics, January 1974.
Academic experience: Professor, Pennsylvania State University, July 2001- present; Associate Professor, Pennsylvania State University, July 1992- June 2001; Assistant Professor, Pennsylvania State University, August 1981-July 1991; Lecturer, National University of Singapore, October 1980-June 1981
Overseas experience: Singapore, Malaysia, Taiwan, South Korea, Indonesia, Vietnam, Japan, Curacao, Italy, Belgium, Denmark, Norway, Germany, Sweden, Israel.
Language(s): Mandarin and Malay (fair), English (fluent)
Percent of time dedicated to area/international studies courses taught: 25-50
Area, international studies courses taught: Productivity Growth and Development in East Asia/Economic Development and Growth.
Research and training specialization: FA98 to SP08 ECON 2H (Honors Principles in Microeconomics), every semester
Select recent publications: -"R&D Investments, Exporting and Productivity Evolution," with Mark J. Roberts and Daniel Xu, forthcoming in *American Economic Review*; "Product Choice and Market Competition: The Case of Multiproduct Electronic Plants in Taiwan," with Yi Lee, *Scandinavian Journal of Economics*, 111 (2009), pp 711-740; "R&D Investments, Exporting and the Evolution of Productivity," with Mark J. Roberts and Daniel Xu, *American Economic Association, Papers and Proceedings* (2008); "Firm Heterogeneity and Location Choice for Taiwanese Multinationals," with Yi Lee, *Journal of International Economics*, 75 (2008), pp 167-179.
Number of dissertations or theses supervised in past five years: 3
Distinctions/awards: Outstanding Undergraduate Instructor, Department of Economics (Spring 2007, Spring 2004, Fall 2002, Fall 2001, Spring 2000, Spring 1999, Fall 1999, Fall 1997); Schreyer Honors College, Excellence in Honors Teaching, Fall 2005; College of Liberal Arts, Outstanding Teacher Award, Spring 2002

Ma, Shaoling: Assistant Professor, Comparative Literature and Asian Studies, Penn State

Education: Ph.D. in Comparative Literature, University of Southern California, August 2012; M.A. in Comparative Literature, University of Southern California, 2008; M.A. in English (Literary Studies), National University of Singapore, 2006; B.A. with Honors (2nd Upper) in European Studies and Political Science, National University of Singapore, 2004

Academic experience: Co-organizer, "The Future of Nationalism," Annual Comparative Literature Symposium, USC, Los Angeles, February 2009; Organizer, "The Politics of Figuration," Annual Comparative Literature Symposium, USC, Los Angeles, April 2008.

Overseas experience: China, Singapore

Language(s): Chinese (native); English (near-native); French (proficient)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: "Global Science Fiction"; "Ruptures and Continuities in Chinese Literature and Culture."; "Introduction to Asia, Literatures."; "China Beyond China."

Research and training specialization: the problem of China-West comparisons through Chinese and U.S. self-conceptions of nationhood, empire, and world unity from around 1865 to 1911.

Select recent publications: "'A Tale of New Mr. Windbag': The 'Social Brain' of Late Qing Chinese Science Fiction." *Science Fiction Studies*. Special issue on China. 40.2 (2013); "Living and Dying by the Event." *Theory and Event* 12.1 (2009). 24 pages. Online. Review for "Undercover Surrealism: Picasso, Miro, Masson and the Vision of Georges Bataille 11 May 39 – July 2006, Hayward Gallery." (co-written with John William Phillips). *Theory, Culture and Society* 23. 5/6, (2006): 253-262.

Number of dissertations or theses supervised in past five years:

Distinctions/awards: USC Graduate School Dissertation Completion Fellowship, 2011-2012; USC U.S.-China Institute Graduate Student Summer Fieldwork Research to Beijing, China, 2011; Mellon Award for Dissertation Seminar in the Humanities, 2011; USC College Doctoral Fellowship, 2006-2011; National University of Singapore, Graduate Research Scholar, 2004-2006

Purdy, Dan: Professor of German Studies

Education: B.A. in German and Philosophy, Wake Forest University, 1985; Cornell University where in 1992, Ph.D. In German Studies.

Academic experience: "Berlin and the Anxious Disavowal of Beijing Modernism: Architectural Polemics within Globalization" Oct. 31, 2011, Penn State University; "Empathy and Architecture—ten years after 9/11," Columbia University, NY, October 6, 2011; "Market and Media in der europäischen Stadt: City Planning and the Public Sphere," Cornell University, April 30, 2011

Overseas experience: China, Germany

Language(s): German (fluent); Chinese (basic reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: German Orientalism

Research and training specialization: Enlightenment; Romanticism; German orientalism; architectural aesthetics

Select recent publications: The Ideal Emperor: China and the Development of German Social Theory; "Berlin Mitte and the Anxious disavowal of Beijing Modernism: Architectural Polemics within Globalization," *After the Berlin Wall: Germany and Beyond*, edited by Katharine Gerstenberger & Jana Braziel (New York: Palgrave MacMillan, 2011) 249-272; "Fashion Journals and the Education of Enlightened Consumers," [reprint from *Tyranny of Elegance*] in *Fashion History Reader*, ed. Giorgio Riello & Peter McNeil (London: Routledge, 2010) 238-256.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: editor for the Goethe Yearbook

Shen, Shuang: Associate Professor, Comparative Literature/Asian Studies

Education: B.A. Beijing University, 1987; M.A. Beijing University, 1989; Ph.D. CUNY Graduate Center, 1998
Academic experience: 2008-present: Full Professor, School of International Affairs, Penn State University; 2004-2008 Provost & Vice-President for Academic Affairs, Levin Institute, SUNY (NYC)
 2002-2004 Dean, Lally School of Management & Technology, Rensselaer Polytechnic Institute
 1987-1995 Associate Professor, Fletcher School of Law & Diplomacy, Tufts University
Overseas experience: China
Language(s): Native speaker of Chinese, near-native fluency in English, reading knowledge of French
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: Global Diasporas; Chinese Film
Research and training specialization: Modern and contemporary Chinese literature, Sinophone literature of the twentieth century, Chinese diaspora literatures, Asian American literature, postcolonial literature and theory
Select recent publications: *Cosmopolitan Publics: Anglophone Periodicals in Semi-colonial Shanghai* (Rutgers Univ. Press, 2009)
Number of dissertations or theses supervised in past five years: 3

Volland, Nicolai: Assistant Professor of Asian Studies and Comparative Literature

Education: 2001-2004, University of Heidelberg, Germany: Ph.D candidate in Chinese Studies; 1997-2001, University of Heidelberg, Germany: M.A. program in Chinese Studies and Political Science; 1995-1997, Shandong University, Jin'an, PRC: Chinese Language Training Programme; 1993-1995, University of Munich, Germany: student of Chinese, Japanese, and Political Science
Academic experience: 2008-2014, Assistant Professor, National University of Singapore; 2007-2008, Visiting Fellow, National University of Singapore; 2005-2007, Distinguished Postdoctoral Fellow, Academia Sinica, Taiwan; 2004-2005 Content Manager, Digital Archive of Chinese Studies (DACHS); 2004-2005 Research Associate and Lecturer, Institute of Chinese Studies, University of Heidelberg; 2003-2004, Assistant Professor at the Institute of Chinese Studies, University of Heidelberg
Overseas experience: Germany, Hong Kong, China, Taiwan
Language(s): German (native); English, Mandarin (near-native fluent); French, Japanese (reading capabilities)
Percent of time dedicated to area/international studies courses taught: 100
Area, international studies courses taught: Chinese Print Culture
Research and training specialization: Modern Chinese Literature and Culture; Transnational Cultural Flows and Cosmopolitanism; Print Culture and Publishing in Modern China
Select recent publications: *Cold War Cosmopolitanism: China's Cultural Encounter with the Socialist World, 1949-1960*; "Soviet Spaceships in Socialist China: Reading Soviet Popular Literature in the 1950's," *Modern Chinese Studies*
Number of dissertations or theses supervised in past five years: 2

You, Xiaoye: Associate Professor of English and Asian Studies

Education: B.A. English Education, Gannan Teachers' College, China, 1995; M.A. Applied Linguistics, Northwestern Polytechnic University, China, 1998; Ph.D. English, Purdue University, USA, 2005

Academic experience: Associate Professor (July 2011–present), Department of English and Asian Studies Program, Penn State University, University Park, PA; Yunshan Chair Professor (September 2013– August 2016), Faculty of English Language and Culture, Guangdong University of Foreign Studies, Guangzhou, P. R. China

Adjunct Research Fellow (September 2009–August, 2012), National Center for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies, Guangzhou, P. R. China; Visiting Professor (July 2011–August 2011), SIE Summer Program, East China Normal University, Shanghai, P. R. China

Overseas experience: China

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught:

Area, international studies courses taught: World Englishes in Literature and Education (English 474); Translingual Writing and Transcultural Communication in Globalization (English 597C)

Research and training specialization: Rhetoric and Composition, multilingual writing, comparative rhetoric, Chinese rhetoric, World Englishes

Select recent publications: Multilingual and Multimodal Literacy Practices across Borders. Book manuscript in preparation; Cosmopolitan English and Transliteracy. Revised and resubmitted to Southern Illinois University Press.

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: CCCC Research Initiative Grant for the project “Tracing Chinese International Students’ Multilingual and Multimodal Literacy Practices in and across Translocal Contexts,” CCCC, 2014; CCCC Outstanding Book Award for Writing in the Devil’s Tongue: A History of English Composition in China (SIU Press), 2011

Yu, Ning: Professor of Applied Linguistics and Asian Studies; Co-Director of the Confucius Institute at The Pennsylvania State University

Education: Ph.D. University of Arizona, 1996; M.A. Central China Normal University, 1987

Academic experience: Farzad Sharifian, René Dirven, Ning Yu, and Susanne Niemeier(eds.). 2008. Culture, Body, and Language: Conceptualizations of Internal Body Organs across Cultures and Languages (Applications of Cognitive Linguistics series, Vol. 7). Berlin and New York: Mouton de Gruyter; Ning Yu. The Contemporary Theory of Metaphor: A Perspective from Chinese (Human Cognitive Processing, Vol. 1). Amsterdam and Philadelphia: John Benjamins. 1998.

Overseas experience: China

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught: 25-50

Area, international studies courses taught: Language Analysis; Figurative Language and Cognition

Research and training specialization: Language, Culture, and Cognition; Cognitive Semantics; Cognitive Approach to Metaphor Studies

Select recent publications: Ning Yu. 2012. The metaphorical orientation of time in Chinese. Journal of Pragmatics 44: 1335–1354; Ning Yu. 2011. A decomposition approach to metaphorical compound analysis: The case of a TV commercial. Metaphor and Symbol 26: 243–259; Ning Yu. 2011. Beijing Olympics and Beijing opera: A multimodal metaphor in a CCTV Olympics commercial. Cognitive Linguistics 22: 595–628. 2011.

Number of dissertations or theses supervised in past five years: 4

Distinctions/awards: Ning Yu and Farzad Sharifian, Editors of the Scholarly Book Series “Cognitive Linguistic Studies in Cultural Contexts” (Amsterdam and Philadelphia: John Benjamins); Review Editor of International Journal of Cognitive Linguistics (New York: Nova Science)

Zhu, Boliang: Assistant Professor, Department of Political Science & Asian Studies Program

Education: Columbia University, New York, NY, Ph.D., Political Science 2012; Yale University, New Haven, CT, M.A. in East Asian Studies 2005; Peking University, Beijing, China, B.A. in International Politics and Economics (Double Degrees) 2003

Academic experience: The Pennsylvania State University 08/2012–Present, Assistant Professor, Department of Political Science & Asian Studies Program; Princeton University, Associate Visiting Scholar, Niehaus Center for Globalization and Governance, Woodrow Wilson School; 09/2013–Present Harvard University 01/2012–07/2012 Postdoctoral Fellow, the Princeton-Harvard China and the World Program

Overseas experience: China

Language(s): Chinese (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Global Political Economy (PL SC 481, Undergraduate), Fall 2012, Spring 2013; The Political Economy of China (PL SC 497C, Undergraduate), Fall 2012

Research and training specialization: International/Comparative Political Economy; Foreign Direct Investment and Trade; Chinese and East Asian Politics; Public Opinion on Globalization; Corruption; Quantitative Methods

Select recent publications: “International Organizations and Property Rights Protection.” *World Economics and Politics*, Vol. 8 (2007): 6-16. (In Chinese)

Number of dissertations or theses supervised in past five years:

Distinctions/awards: Visiting Associate Research Scholar, Niehaus Center for Globalization and Governance, Princeton University 2013–2014; Career Development Award, Center for Global Studies, Penn State University 2013 Postdoctoral Fellow, the Princeton-Harvard China and the World Program, Harvard University 01/2012–07/2012

ARABIC INITIATIVE

Arabic Language Instructors

Alrawi, Noora: Instructor of Arabic

Education: Purdue University, Indiana, United States Bachelors of Fine Arts, Dec 2007;

Training and Certification: Pennsylvania State University Park, State College, Pennsylvania May 2012-June 2012; Penn State STARTALK Arabic Academy for Teachers

Professional Experience: Arabic Instructor June 2011-Present; Arabic School, West Lafayette, Indiana, United States Arabic Teacher May 2003 to Jan 2010; West Lafayette, Indiana, United States Arabic Tutor April 2010 to June 2010

Alrawi, Zaid: Instructor, Arabic Program

Education: December 2008 Stony Brook University Stony Brook, NY, Masters of Arts in Anthropology; August 2003 University of Baghdad, Iraq, Bachelor of Arts in Archaeology

Select Academic Experience: June 2011-Present Department of Comparative Literature State College, PA, Instructor; November 2011-December 2011 College of Agricultural Science State College, PA, Translator; October 2009- Present World Monuments Fund Manhattan, NY, Consultant-Translator; June 2009- Present CBS News/60 Minutes Manhattan, NY, Translator; August 2008- Present Four Corners Media Brooklyn, NY Translator; June 2008-August 2008 Linguistics Department Stony Brook, NY

Campus instructor; September 2007- May 2008 U.S. Arabic Distance Learning Network Bozeman, MT, Teacher Assistant and local instructor; June 2007- August 2007 Linguistics Department Stony Brook, NY, Arabic Campus instructor; September 2005- May 2006 U.S. Arabic Distance Learning Network Bozeman, MT, Teacher Assistant and local instructor

Selected publications: "Digital Atlas of Archaeological Sites in Iraq: Nineveh, Erbil, Diyala and Anbar Provinces." (conference paper), Modern Techniques and Archaeological Sites in Iraq 2012, Washington; "New Analysis of looting at Archaeological Sites in Mesopotamia," (conference paper), The American School of Oriental Research 2012 Annual Meeting, Chicago; "Old Babylonian Asphalt and Modern Asphalt: A Comparative Study", Dept. of Archeology News Paper, 2003, University of Baghdad.

Elnashai, Noha: Instructor, Arabic Program

Education: 2009 – 2011 Graduate Courses at the University of Illinois at Urbana-Champaign; 2008 English language courses at the English Center affiliated with UIUC; 2002 – 2003, Diploma in Translation, Université Lumière, Lyon II, Faculté des Langues – Département de Langues Etrangères Appliquées, Le Centre Français de Culture et de Coopération, DUTFA I et II, Diplôme Universitaire de traduction français-arabe; 2000 Séminaire de Communication in French Language, Centre de Conseil et de Développement Personnel, Chevroux, Switzerland; 1996 – 1999 Training sessions in the American University in Cairo (AUC), Egypt, Time Management, High Impact Customer services and Marketing etc; 1997 – 1998 Certificate Diploma in Business Administration, Center for Adult and Continuing Education, Business Studies Division, American University in Cairo, Grade: A; 1990 – 1994 B.A. in French Literature and Translation, Faculty of Languages, Ain Shams University, Cairo, Egypt; 1989 Diploma in French Language, Conseil d'Administration de l'Alliance Française, Practical Certificate of French language use in business, Chambre de Commerce et d'Industrie de Paris.

Academic Experience: 2010 French Instructor, FR 102. Parkland College, Illinois, USA; 1995 – 2002 Reporter and Translator at Al Akhbar Newspaper. Cairo, Egypt; 1996 – 2003 Program Coordinator at the American University in Cairo, Egypt; 2000 – 2002 TV Program Presenter at Orbit Satellite Channel, Cairo, Egypt; 1990 – 1994 Summer training as translator in Al-Ahram Newspaper, Cairo, Egypt; 1987 Coordinator and translator in the Olympics African Games, Cairo, Egypt.

Enab, Khaled A. Instructor, Arabic Program

Education: The Pennsylvania State University, Doctor of Philosophy (Ph.D.) Petroleum and Natural Gas Engineering, (current); The Pennsylvania State University, Masters of Science (M.S.), Petroleum and Natural Gas Engineering, 08/2012; Thesis title: “Artificial Neural Network Based Design Tool for Dual Lateral Well Applications”; El- Menoufia University, Menoufia, Egypt, Bachelor of Science (B.S.), Chemistry, 5/2008

Academic Experience: Department of Comparative literature (ARABIC PROGRAM) 06/2013 – present Instructor; Department of Comparative literature (ARABIC PROGRAM) 05/2013 – 06/2013, Graduate Teaching Assistant; El-Menoufia University, Menoufia, Egypt 05/2005 – 12/2005, 05/2007 – 12/2007 Undergraduate research, Organic Chemistry Laboratory

Mostafa, Reham Aly: Instructor, Arabic Program

Education: Doctoral candidate (ABD) Art History (Expected completion Spring 2013)

The Pennsylvania State University; M.A., Egyptology (May 2003), Cairo University. Egypt; B.A., In Egyptology, 1996, Cairo University. Egypt

Experience: 2010-Present, Arabic Instructor - Pennsylvania State University – Comparative Literature Department; 2008-2012, Teaching assistant - Pennsylvania State University - Art History Department; 2003-2006 Instructor - Cairo University, Fayoum Branch, School of Archaeology, Egyptology Department; 1995- 2003 Assistant Instructor - Cairo University, Fayoum Branch, School of Archaeology, Egyptology Department; Archaeological Field Work: 2008, Mendes, Delta of Egypt; summer excavation under the supervision of Professor Donald B. Redford.; 2008 Edfu, Upper Egypt; excavation at the ancient site Hierakonopolis (Nekhen) under the supervision of Professor Elizabeth Walters; 1999-2000 The Supreme Council of Antiquates and Cairo University- Fayoum Branch

Distinctions/Awards: 2006- 2008 Fellowship from Cairo University for Doctoral research in the USA, under directorship of Professor Gaballa Aly Gaballa (former head of the Faculty of Archaeology, Cairo University and former head of Egyptian Supreme Council of Antiquities) and with Professor D.B. Redford. 1999-2000 Selected to be archaeological field supervisor by Supreme Council of Antiquities Egypt to excavate and record the finds from a Public Greco-Roman Bath in the Fayoum, under the directorship of Abd El Halem Nour El Deen (former head of school of Archaeology).

Arabic Culture and Area Studies Faculty**Brockopp, Jonathan:** Associate Professor of Religious Studies and History

Education: 1995: Ph.D., with Distinction, Yale University, Religious Studies; 1992: M.Phil., Yale University, Religious Studies (Additional graduate study at the American University in Cairo, Bourguiba Institute in Tunisia and Tübingen University).; 1984: B.A., with High Distinction, Valparaiso University, History

Academic experience: Spring, 2008 Visiting Professor of Religious Studies at Oberlin College; 1995-2003 Assistant Professor of Religion, Bard College; Fall, 1994 Teaching assistant at Yale University; 1992-1993 Visiting lecturer at Amherst College, department of religion

Overseas experience: Tunisia, Morocco, Egypt

Language(s): German (fluent); Arabic (excellent Classical and Modern Standard; conversational in Egyptian and Levant dialects; basic in Tunisian dialect); French (excellent reading, moderate spoken); Spanish (Good reading, moderate spoken); Hebrew (reading with dictionary); Persian (reading with dictionary)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: RLST107 - Introduction to Islam; RLST130 - The Ethics of Western Religion

Research and teaching specialization: Islamic law; comparative religions; religious ethics; Arabic language and literature.

Select recent publications: *The Cambridge Companion to Muhammad*. Editor and contributor. Cambridge University Press, 2010; *Muslim Medical Ethics: From Theory to Practice*. Co-editor with Thomas Eich. Studies in Comparative Religion. Columbia: University of South Carolina Press, 2008;

Islamic Ethics of Life: Abortion, War and Euthanasia. Editor and contributor. Studies in Comparative Religion. Columbia: University of South Carolina Press, 2003 (reprint, 2005)

Number of dissertations or theses supervised in past five years:

Distinctions/awards: 2008: Named the Mead-Swing Visiting Professor of Religious Studies at Oberlin College; 2006: "Teaching across the disciplines" award from the Institute for the Arts and Humanities, Penn State, for a graduate course on the Modern Islamic World (fall semester, 2007) with Tijana Krstic (History) and Bettina Mathes (German)

El Shakry, Hoda: Assistant Professor, Department of Comparative Literature (2013-Present)

Education: Ph.D., University of California, Los Angeles, Comparative Literature, August, 2012; C.Phil., University of California, Los Angeles, Comparative Literature, June, 2010; B.A., Rutgers University, New Brunswick, Comparative Literature, January 2001 Summa cum laude

Academic experience: Assistant Professor, Faculty Fellow, New York University, Gallatin School of Individualized Study, 2012-2013; Teaching Fellow, University of California, Los Angeles, Department of Comparative Literature, 2010-2011; Teaching Associate, University of California, Los Angeles, Department of Comparative Literature, 2007-2009; Strategic Accounts Manager – Public Policy, PR Newswire, 2001-2006.

Overseas experience: Egypt, France

Language(s): Modern Standard Arabic (Near-Native Fluency); Egyptian Arabic (Near-Native fluency); Moroccan Arabic (Advanced Proficiency); French (Advanced Proficiency); German (Proficiency)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Narrative and Film; Transnational Aesthetics and Politics

Research and teaching specialization: Modern Arab Literature; Francophone African Literature; Arab & African Cinema; Postcolonial Literature & Theory; World Literature; Gender, Sexuality & Queer Studies; Islam & Secular Criticism; Narrative Theory & Semiotics

Select recent publications: "Lessons from the Maghreb," *Teaching Arabic Literature*, University of Texas Press, Ed. Muhsin al-Musawi, Forthcoming 2014; "Revolutionary Eschatology: Islam & the End of Time in al-Ṭāhir Wazār's al-Zilzāl," *Journal of Arabic Literature* 42:2-3 (2011): 120-147; "Apocalyptic Pasts, Orwellian Futures: Elle Flanders' Zero Degrees of Separation," *GLQ* Vol. 16 No. 4 (2010): 611-621.

Number of dissertations or theses supervised in past five years:

Distinctions/awards: Penn State Center for Global Studies Career Development Award, 2014; UCLA Dissertation Year Fellowship (DYF), 2011-2012; UCLA Center for European & Eurasian Studies (CEES) Dissertation Fellowship, 2011; University of California Interdisciplinary Psychoanalytic Consortium (UCIPC) Hayman Dissertation Fellowship, 2010

Safran, Nina: Associate Professor of History; Director of the Middle Eastern Studies Minor

Education: Ph.D. November 1994 History and Middle Eastern Studies, Harvard University; M.A. June 1987 Middle Eastern Studies, Harvard University; B.A. June 1983 Social Studies (magna cum laude), Harvard University

Academic experience: Pennsylvania State University, 1996 – present; Associate Head since July 1, 2012; Associate Professor since July 1, 2002

Overseas experience: Middle East

Language(s): Arabic (excellent Classical and Modern Standard); Turkish (advanced reading and speaking)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Islamic Civilization c. 550-1258; Women and Gender in Islamic Societies; Islamic Cities; The Crusades; Ottoman History; The Art and Craft of History; The Iran and Iraq Study Group; Islamic Iberia and North Africa; Europe and the Middle East 1800-1950

Research and teaching specialization: Research interests - Islamic History (c600-1250); Recent Courses: Islamic Civilization c. 550-1258 (Writing Intensive); Survey of Middle Eastern History; The Contemporary Middle East; Women and Gender in Islamic Societies; Islamic Cities; The Crusades; Ottoman History; The Art and Craft of History; The Iran and Iraq Study Group; Islamic Iberia and North Africa; Europe and the Middle East 1800-1950

Select recent publications: *Defining Boundaries in Al-Andalus: Muslims, Christians, and Jews in Islamic Iberia.* Ithaca: Cornell UP, 2013.; "The Sacred and Profane in Islamic Cordoba," *Comparative Islamic Studies* 1 (2005): 21-41; "Rules of Purity and Confessional Boundaries: Maliki Debates about the Pollution of 'the Christian'", *History of Religions* 42 (2003): 197-212; "From Alien Terrain to the Abode of Islam: Landscapes of the Conquest of al-Andalus," *Inventing Medieval Landscapes: Senses of Place in the Latin West*, eds. John Howe and Michael Wolfe (University Press of Florida, 2002), 136-149

Number of dissertations or theses supervised in past five years:

Distinctions/awards: National Endowment for the Humanities Fellowship (2004); Research and Graduate Studies Office Grant, Pennsylvania State University (2001); Kent Forster Memorial Junior Faculty Development Award, Pennsylvania State University (1999)

RUSSIAN LANGUAGE (FLAS INITIATIVE)

Ivanits, Linda J.: Professor of Russian and Comparative Literature, Department of Germanic and Slavic

Languages and Literatures

Education: Ph.D. University of Wisconsin-Madison

Academic experience: Dr. Ivanits has taught a variety of courses on Russian language, literature and folklore and has published widely on Russian literature and folklore. Dr. Ivanits has also served as Associate Editor for *Literature and Folklore of The Slavic and East European Journal* and as Series Editor for *Folklores and Folk Cultures of Eastern Europe*, published by M. E. Sharpe.

Overseas experience: Russia

Language(s): Russian (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: RUS 002: Elementary Russian II; RUS 003: Intermediate Russian; RUS 110: Russian Folklore; RUS 304: Advanced Readings in Russian; RUS 440W: Eastern Orthodoxy (with particular reference to Russia)

Research and teaching specialization: Nineteenth and twentieth century Russian literature and folklore

Select recent publications: “The Other Lazarus in *Crime and Punishment*” (2002); “Biblical Imagery in Sologub’s Short Stories: ‘Barancik’, ‘Zalo smerti’, and ‘Pretvorivsaja vodu v vino’” (2001); *Dostoevsky and the Russian People* (Cambridge University Press, 2008)

Number of dissertations or theses supervised in past five years: 2

Naydan, Michael: Waskob Professor of Slavic Languages and Literatures, Department of Germanic and Slavic

Languages and Literatures

Education: Ph.D. Columbia University (1984), M. Phil. Columbia University (1980), M.A. The American University (1975), B.A. The American University (1973)

Academic experience: Prof. Naydan’s main interest is in translation. He has published several books, over 30 articles on literary topics, and more than 50 translations from Russian and Ukrainian in journals and anthologies. He has been a leading figure in Slavic studies (Russian and Ukrainian) at Penn State and has been extensively involved in facilitating Fulbright and other exchanges.

Overseas experience: Russia, Ukraine

Language(s): Russian (fluent), Ukrainian (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: RUS 001: Elementary Russian I; RUS 002: Elem Russian II; RUS 003: Intermediate Russian; RUS 051: Intensive Russian for Grad Students; RUS 412: Russian Translation; RUS 497A: Grammar Based Translation (Russian); UKR 100: Ukrainian Culture

Research and teaching specialization: translation; Russian and Ukrainian poetry; contemporary Ukrainian literature; Slavic women writers

Select recent publications: Co-translator, ed., *Two Colors: The Selected Poetry of Dmytro Pavlychko* (2012); Translator, Maria Matios’s novel *Sweet Darusya: A Tale of Two Villages* (2012); Co-translator, ed., *Herstories: An Anthology of Ukrainian Women’s Prose* (2012); “Translating the Acoustic Properties of Ukrainian Verse” (2012); “Emerging Ukrainian Women Prose Writers: Twenty Years After Independence” (2011); “Ukrainian Avant-garde Poetry Today: Bu-Ba-Bu and Others” (2006)

Number of dissertations or theses supervised in past five years: 2

Distinctions: Eugene Kayden Award in Translation (1993), Translation Award from the American Association of Ukrainian Studies (1996, 2006, and 2008), the Nytchenko Prize (2001)

JAPANESE AND KOREAN LANGUAGE (FLAS INITIATIVE)

Japanese Studies Affiliated Faculty

Abel, Jonathan: Associate Professor of Comparative Literature and Japanese (*See also Global Intersections Initiative*)

Education: Ph.D., Princeton Univ. 2005; M.A., Columbia Univ. 1998; B.A., Univ. of Pennsylvania, 1993.
Academic experience: 2008-present Pennsylvania State University; 2008-2009 Postdoctoral Fellow, Harvard University; 2006-2008 Assistant Professor, Bowling Green State University; 2005-2006 Postdoctoral Fellow, Columbia University

Overseas experience: Japan, Germany, U.K.

Language(s): Japanese (fluent); French and German (reading)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT 503: Postcolonial Theory; ENG 404, JAPNS 425, ARTH 497B: Forging Alliances (Japan and the Arts); Topics in Comp. Lit.: The World of Banned Books

Research and training specialization: Interested in the complete lifecycle of cultural products, from the process of conception through multiple receptions. His work foregrounds the historical contexts to literary production and consumption, while maintaining a space for those discursive meanings that transcend a particular time or place.

Select recent publications: *Redacted: The Archives of Censorship in Transwar Japan* Fall 2012 from Studies of the Weatherhead East Asia Institute and the Asia Pacific Modern series at the University of California Press; "Masked Justice: The Hidden Superhero in Cold War Japan," *Japan Forum*; "Redactionary Global Modernism, or Kisses in Imperial Japan," *Modernism/Modernity* January 2014, 21:1, 201-229.

Number of dissertations or theses supervised in past five years: 0

Distinctions/awards: Short Term Research Grant, Japan Foundation, 2013; Postdoctoral Fellow, Reischauser Institute of Japanese Studies, Harvard, 2008-2009; Golden Nugget for Excellence in Teaching, Students' Choice Award, Columbia University, 2006.

Eubanks, Charlotte: Associate Professor of Comparative Literature, Japanese, and Asian Studies. (*See also Global Intersections Initiative*)

Education: B.A. University of Georgia; M.A. Indiana University; Ph.D. University of Colorado

Academic experience: 2006-present Assistant Professor, Penn State University; 2006-2006 Lecturer, University of Virginia; 2001-2005 Graduate instructor; University of Colorado

Overseas experience: Japan

Language(s): English (native speaker), Japanese (near native fluency), Classical Japanese (full proficiency), Kanbun (research proficiency), Chinese (research proficiency), German (research proficiency)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: CMLIT504: Poetics of Memory (global focus); CMLIT 501: Teaching World Literature; CMLIT503: Modern Critical Theory

Research and training specialization: intersections of material culture, performance studies, and ethics in literature

Select recent publications: *Buddhist Textual Culture: Miracles of Book and Body in Medieval Japan* (University of California Press, 2011)

Number of dissertations or theses supervised in past five years: 2

Distinctions/awards: Visiting Scholar in Residence, Nanzan Institute for Religion and Culture, June 2007; Beverly Sears Graduate Student Research Grant- Gambill Family Endowment, 2003; Residence Life Academic Teaching Award, 2003 & 2004; "Best Should Teach" Teaching and Pedagogical Leadership Award, 2003; Graduate Teaching Excellence Award, 2003; Center for Humanities and the Arts Resident Scholar, 2002-2003

Iwami, Haruko: Coordinator of the Japanese Language Program, Senior Lecturer in Japanese

Education: M.A. in Japanese, University of Wisconsin-Madison; B.A. in Education, Tohoku University, Sendai, Japan

Overseas experience: Japan,

Language(s): Japanese (fluent)

Research and training specialization: Japanese linguistics, Japanese language pedagogy.

Tachibana, Reiko: Associate Professor of Japanese and Comparative Literature, in the Department of Comparative Literature, The Pennsylvania State University.

Education: Ph. D. in Comparative Literature, The Pennsylvania State University, May 1991; Zertifikat: Deutsch als Fremdsprache, Gesamthochschule Kassel, July 1986; M. A. in German Literature, New York University, May 1985; B. A. in German, Indiana University of Pennsylvania, May 1982, Magna Cum Laude.

Academic experience: 1991--97: Assistant Professor of Japanese and Comparative Literature, in the Department of Comparative Literature, The Pennsylvania State University; 1989-91: Full-time instructor in Japanese, in the Department of Comparative Literature, Penn State. Coordinator for Japanese program.

Overseas experience: Japan, Germany

Language(s): Japanese (fluent), German (fluent)

Percent of time dedicated to area/international studies courses taught: 100

Area, international studies courses taught: Japanese I, II, and advanced (third- or fourth year) language courses, as well as Japanese literature; advanced conversation class.

Research and training specialization: Twentieth Century Japanese literature, transnational writers of Japan, East-West literary relation, Japanese and German postwar fiction

Select recent publications: *Narrative as Counter-Memory: A Half-Century of Postwar Writing in Germany and Japan*, State University of New York Press, 1998

Number of dissertations or theses supervised in past five years: 1

Distinctions/awards: Faculty Award for Excellence in Teaching, Comp Lit., Penn State, Spring 2004; Choice of the 1999 Academic Book Award

Korean Studies Affiliated Faculty

Huh, Sorin: Coordinator of the Korean Language Program

Academic Experience: Coordinator of Penn State's Korean language curriculum, within the Asian Studies Department

Overseas experience: Korea

Language(s): Korean (fluent)

Courses Taught: Korean 001 and 002 (Elementary) and Korean 003 (Intermediate language).

1. Project Goal Statement									
Expand Penn State's course offerings and curricular options for target LCTLs (Arabic, Chinese, & Hindi) during the four-year grant period									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017	T4 2017-2018
A) Increase the number and level of intermediate or advanced Hindi, Arabic, or Chinese courses taught at Penn State (IFLE NRC GPRA Measure)	A.1. Develop and offer a Chinese language trailer course at the 400 level	Additional course offering every semester starting in Spring 2015	By semester	Official University data					
	A.2. Offer Hindi 110	Fourth semester Hindi course will be offered every other Spring starting in 2015	Annual	Official University data					
	A.3. Develop and offer Arabic language trailer course by the end of T2	Additional course offering	Annual	Official University data					
	A.4. Apply for the FLTA grant to enhance Penn State's capacity to teach Arabic	Additional Arabic instructor for the academic year	Annual	Center data					
B) Increase the number of certificate, minor, or major degree programs in the priority and/ or LCTLs, area studies, or international studies during the four-year grant period (IFLE NRC GPRA Measure)	B.1. Develop a minor in Hindi with the goal of having 20 declared minors by T4	Hindi minor	Annual	Official University data					
	B.2. Develop a major in Arabic with the goal of having 30 declared majors by T4	Arabic major	Annual	Official University data					

1. Project Goal Statement								
Expand Penn State's course offerings and curricular options for target LCTLs (Arabic, Chinese, & Hindi) during the four-year grant period								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL 2013- 2014	T1 2014- 2015	T2 2015- 2016	T3 2016- 2017
C) Bolster interest in target LCTLs and related cultures	A.1. Invite speakers from target-language relevant fields with the goal of having 2-3 speakers per year.	<ul style="list-style-type: none"> Attendance information Equal access survey 	Annual	Center records				
	A.2. Partner with student organizations and administrative units to host cultural events with the goal of 100 students in attendance per year.	<ul style="list-style-type: none"> Attendance information 	Annual	Center records				

1. Project Goal Statement								
Support teacher training in global studies including selected LCTLs, their regions, and the Center's thematic focus								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017
A) Support professional development opportunities for pre-service and K-12 teachers in conjunction with the College of the Liberal Arts and the College of Education of Education (AP/CPP2)	A.1. Host K-12 pre and in service teacher workshop for each of the core themes with a goal of 25-35 participants per workshop.	<ul style="list-style-type: none">• Attendance information• Equal access survey• Professional development hours processed• Pre- and post-workshop evaluations• Follow-up to determine implementation	Pre- and post-workshop evaluations; follow-up after 6 months and 12 months	Center records				
	A.2. Host language/regional K-12 teacher training workshops: Chinese/China; Hindi/India; Arabic/ Middle East with a goal of 25-35 participants per workshop. Presentations will focus on language acquisition, competency, and current affairs.	<ul style="list-style-type: none">• Attendance information• Equal access survey• Professional development hours processed• Pre- and post-workshop evaluations• Follow-up to determine implementation	Pre- and post-workshop evaluations; follow-up after 6 months and 12 months	Center records				
	A.3. Conduct Summer Institute on LCTL training and assessment with Penn State's Title VI LRC (CALPER).	<ul style="list-style-type: none">• Attendance information• Equal access survey• Professional development hours processed• Pre- and post-workshop evaluations• Follow-up to determine implementation	Pre- and post-workshop evaluations; follow-up after 6 months and 12 months	Center and/ or CALPER records				

1. Project Goal Statement								
Support teacher training in global studies including selected LCTLs, their regions, and the Center's thematic focus								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL 2013- 2014	T1 2014- 2015	T2 2015- 2016	T3 2016- 2017
B) Support Center development of K-12 global studies curricular materials (AP)	B.1. Offer competitive awards to K-12 teachers to develop curricular materials for on-line distribution	<ul style="list-style-type: none">Creation and distribution of curricular materialsWeb analytics/ on-line hits to track site visits	Annual	Center records				
	B.2. Publish and publicize presentation materials and videos from Center workshops	Web analytics/ on-line hits to track site visits	Annual	Center records				
C) Become a nationwide/ global resource hub for K-12 educators (AP)	C.1. Adopt the maintenance of and publicize the NRC K-12 resource web site <i>Outreach World</i>	Web analytics/ on-line hits to track site visits	Annual	Center records				
D) Provide professional development opportunity for Hindi instructor (AP/CCP2)	D.1. Support workshop attendance for Hindi instructor on teaching smaller languages	<ul style="list-style-type: none">Conference descriptionPost-conference report6 month follow-up to determine extent of implementation	Annual	Center records				

1. Project Goal Statement								
Enhance research in global studies at Penn State								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL 2013- 2014	T1 2014- 2015	T2 2015- 2016	T3 2016- 2017
A) Enhance global studies research and dialogue for faculty and students around the core themes of sustainability, social justice, ethical leadership, and global intersections	A.1. Organize collaborative conferences, public lectures, and symposia with the goal of attracting 400-500 attendees per year.	<ul style="list-style-type: none">Attendance informationEqual access survey	Annual	Center records				
	A.2. Partner with the Sustainability Institute to increase the presence of global studies in their programming by 15% at the end of T4.	Survey of programs, courses, and projects conducted by the Sustainability Institute and in partnership with the CGS	Annual	Center records				
	A.2. Partner with the Rock Ethics Institute to increase the presence of global studies in their programming by 15% at the end of T4.	Survey of programs, courses, and projects conducted by the Rock Ethics Institute and in partnership with the CGS	Annual	Center records				
B) Support faculty research and teaching in global studies	B.1 Offer mobility grants to support research and the integration of global content into the curricula	<ul style="list-style-type: none">Description of research projectPost-travel report6 month follow-up to determine extent of integration	Annual	Center records				
C) Create a productive intersection between faculty and K-12 teachers on core themes by increasing the active participation of research faculty in teacher training (AP)	C.1. Include core faculty members as presenters at K-12 workshops	Faculty participation rate	Annual	Center records				

1. Project Goal Statement								
Enhance research in global studies at Penn State								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017
D) Enhance library holdings for target LCTLs and core themes	D.1. Increase film, DVD, and CD collections by 30% by T4	<ul style="list-style-type: none">List of film, DVDs, and CDs purchasedCirculation report and/or anecdotal evidence of what researchers use	Annual	University Libraries				
	D.2. Increase global studies book collections in core themes by 10% by T4	<ul style="list-style-type: none">List of books purchasedCirculation report and/or anecdotal evidence of what researchers use	Annual	University Libraries				
E) Increase global connections between Penn State and international universities (IP)	E.1. Organize venues for visiting international scholars to present their research	<ul style="list-style-type: none">Description of lecture and expected outcomeAttendance information	Annual	Center records				
	E.2 Develop linkages with institutions in India with the goal of establishing study abroad programs for Hindi language, cultural immersion, and/or research collaboration.	The institution(s) will be identified by the end of T1; collaboration will be active at the end of T4.	Annual	Center records				

1. Project Goal Statement Incorporate international education at select Penn State Commonwealth campuses meeting IFLE's community college criteria									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017	T4 2017-2018
A) Increase collaboration between University Park (main campus) and Commonwealth campuses in Dubois, Fayette, Hazelton, and Mont Alto (CPPI)	A.1. Host an all-PSU conference at University Park every other year – starting in Fall 2014 – on innovative practices for internationalizing the classroom with the goal of attracting 50 participants per conference.	<ul style="list-style-type: none"> • End of workshop or on-line survey • Equal access survey • Follow-up survey after 6 months 	Annual	Center records					
	A.2. Organize professional development workshops at a select branch campus every other year with the goal of attracting 20 participants per workshop.	<ul style="list-style-type: none"> • End of workshop or on-line survey • Equal access survey • Follow-up survey after 6 months 	Annual	Center records					
	A.3. Offer travel support to faculty and staff at select Commonwealth campuses to attend conferences and workshops at University Park or other Commonwealth location.	<ul style="list-style-type: none"> • Request for travel support form • Statement of outcome 	Annual	Center records					
B) Support undergraduate research in global studies (CPPI)	B.1. Organize /support undergraduate poster exhibitions for all Penn State students including Commonwealth campuses with the goal of 10-15 participants and 50 students in attendance per exhibition.	<ul style="list-style-type: none"> • Attendance information • Equal access survey 	Annual	Center records					
	B.2. Organize/ support all-PSU undergraduate research symposia in global studies in conjunction with the NRC at the Univ. of Pittsburgh with the goal of 10-15 PSU student presenters & 50 students in attendance per symposia.	<ul style="list-style-type: none"> • Attendance information • Equal access survey 	Annual	Center records					

1. Project Goal Statement									
Provide professional development opportunities for undergraduate and/ or graduate students at Penn State									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017	T4 2017-2018
A) Increase professional training opportunities for undergraduate and graduate students	A.1. Maintain a competitive internship program through which undergraduates will receive professional guidance while working in a professional environment	<ul style="list-style-type: none">• Mid-semester survey• Equal access survey• Exit survey and/or report	Annual	Center records					
	A.2. Organize “global career talks” to address the national need for study of LCTLs and the regions where these LCTLs are spoken (HEA supplemental). The goal will be to reach 50-100 students annually.	<ul style="list-style-type: none">• Attendance numbers• End of session survey• Equal access survey	Annual	Center records					
	A.3. Maintain global studies after-school programs led by undergraduate interns and/ or CGS graduate assistant	<ul style="list-style-type: none">• Attendance numbers• Weekly lesson plans• Student surveys	Annual	Center records					
B) Support undergraduate research in global studies (CPPI)	B.1. Organize /support undergraduate poster exhibitions for all Penn State students including Commonwealth campuses with the goal of 10-15 participants and 50 students in attendance per exhibition.	<ul style="list-style-type: none">• Attendance information• Equal access survey	Annual	Center records					
	B.2. Organize/ support all-PSU undergraduate research symposia in global studies in conjunction with the NRC at the Univ. of Pittsburgh. The goal is to attract 10-15 PSU student presenters with 50 students in attendance per symposia.	<ul style="list-style-type: none">• Attendance information• Equal access survey	Annual	Center records					

1. Project Goal Statement									
Enhance global studies in the local community									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL 2013-2014	T1 2014-2015	T2 2015-2016	T3 2016-2017	T4 2017-2018
A) Increase global awareness in the local community	A.1. Organize and lead a foreign language story time series for children ages 3-8 at the local public library	<ul style="list-style-type: none">Attendance informationEqual access survey	Annual	Center records					
	A.2. Host 1-2 cultural showcases in the community annually	<ul style="list-style-type: none">Event descriptionAttendance information	Annual	Center records					
	A.3. Provide global studies component to the local film festival.	<ul style="list-style-type: none">Attendance informationReport on global studies component and impact	Annual	Center records					